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AUTHOR	Blucker, Gwen
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ABSTRACT

Thirty-two games and simulations relating to consumer education comprise this annotated bibliography designed to aid the teacher of adult basic education students and others in their search for teaching devices. Topics covered in the various simulations include money management, insurance, credit, credit unions, consumer law, consumer frauds, economics, ecology, clothing, housing, automobiles, and decision-making. Each of the 32 games is evaluated for its educational possibilities, student interest, and physical characteristics by an evaluation instrument specifically designed for this purpose. The questions in the evaluation are not weighted, as their importance will vary for each teacher and class. All the games/simulations have been played at least twice by high school students, graduate assistants, and other adults. Information on the publisher, date, cost, suggested number of players, and reading level is also included. (Author/JR)

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INTRODUCTION

This bibliography of games and simulations is designed to aid the teachers of Adult Basic Education students and others in their search for teaching devices of this kind in the area of consumer education. It consists of the evaluation and an annotation for each game and simulation. For purposes of this study consumer education was defined broadly, and the consumer aspects of many kinds of decisions were considered relevant.

We believe that games and simulations are two separate techniques of teaching and have used the following definitions for each:

game: a contest conducted according to set rules and undertaken in pursuit of educational (or learning) objectives as well as for enjoyment.

simulation: a pretense of an actual (or life) situation for the purpose of attaining some educational objective.

In our search for these games and simulations we contacted publishing companies, manufacturers, developers, and individuals all of whom take a special interest in the use of games and simulations as teaching devices.

The three page evaluation instrument used was designed specifically for this project. The following three sources were consulted for the development of the instrument and some questions were adapted for our use:

Choosing Techniques for Teaching and Learning, Hazel T. Spitze
A Guide for Simulation Design, Adair & Foster
A Guide for Evaluating Classroom Simulation and Games, George Gaines

The questions in the evaluation instrument are not weighted as their importance will vary for each teacher and class. In general, the more x's in the "yes" column, the better the game. However some of the questions in the instrument may not be extremely important and/or appropriate for all classes. Therefore, it is suggested that teachers read each question and decide which, if any, are not appropriate for their students.

The reading levels for each game are stated at the top of each evaluation and were arrived at through use of the Gunning Formula.

All of the games and simulations included have been played at least twice. Those people who have played include high school students, graduate assistants, and other adults.

We would like to extend our appreciation to all those who have assisted us in this project. A special thanks to John Hatfield, Project Director, Adult Basic Education - Staff Development, Region V, for helping us to obtain many of the games and simulations and to all the publishing companies that sent us complimentary copies of their materials. Also, we would like to thank the graduate assistants and the students of Arthur High School, Arthur, Illinois, for participating in the games and simulations and for sharing with us their observations.

TABLE OF CONTENTS

	Money Management	Insurance	Credit	Credit Unions	Consumer Law, Protection	Consumer Frauds	Economics	Foods & Nutrition for Consumers	Ecology	Clothing for Consumers	Housing for Consumers	Automobiles	Decision Making	Page Number
The Budgeting Game	x													1
Teachers Packet of Business Crossword Puzzles			x		x									4
The Calorie Game								x						7
Checkstand	x							x						10
The Complaint Game													x	13
Consumer	x		x											16
Consumer Redress					x									19
Credit World	x		x											22
Crossroads													x	25
Dirty Water									x					28
Ecology									x					31
Economic System							x							34
Enterprise							x							37
Family Decisions													x	40
Food - O								x						43
Humpty Dumpty								x						46
Inflation							x							49
Lingo								x						52
Managing Your Money		x		x										55
Market	x						x							58
The Nutrition Game								x						61
Pink Pebbles							x							64
Population									x					67
Propaganda													x	70
Share the Risk		x												73

00004

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	Money Management	Insurance	Credit	Credit Unions	Consumer Law, Protection	Consumer Frauds	Economics	Foods & Nutrition for Consumers	Ecology	Clothing for Consumers	Housing for Consumers	Automobiles	Decision Making	Page Number
Sharp Shopper	x							x		x	x			76
Smog									x					79
Soup's On								x						82
Swindle						x								85
Wheels	x	x	x									x		88
Women's Lib													x	91
Yummy Rummy								x						94

00005

THE BUDGETING GAME

Publisher Changing Times Education Service

Publication Date 1971

Cost $22.50
(included in resource kit Money Management)
Cannot be purchased separately.

Suggested Number of Players 4-16
*See Student Interest, question 4

Reading Level required to read rules 8.0

Reading Level required to play game 6.0

EDUCATIONAL POSSIBILITIES	No		Somewhat	x	Yes
1. Is the information accurate?				x	
2. Objectives					
a. Are teaching objectives clear? Not stated.					
b. Are teaching objectives relevant to targeted student group? No targeted group stated.			x		
3. Is game based on real-life situations and decisions?				x	
4. Does winning require knowledge rather than luck?				x	
5. Does the game improve attitudes toward learning?				x	
6. Does the game require high levels of cognitive behavior?				x	
7. Time					
a. Is the time required to play the game reasonable in terms of normal classroom periods (40 min.)?		x			
b. Can the game be adapted to different time limits easily?				x	
c. Does the amount of learning justify the time spent in preparing students to play the game?				x	
d. Does the amount of learning justify the time spent in playing the game?				x	
8. Flexibility					
a. Can the game be adapted to appeal to different age groups and retain its educational value?		x			
b. Can the game content be changed to meet the needs of different ability levels within age groups and retain its educational value?	x				
9. Does the game teach or test, i.e., can the game be played without background learning?					x
10. Mathematical Calculations					
a. Is the game constructed so as to eliminate the need for mathematical calculations?	x				

EDUCATIONAL POSSIBILITIES - Cont'd.	No		Somewhat		Yes
b. If math is required, what calculations are used? Addition, subtraction					
STUDENT INTEREST					
1. Is the game aesthetically appealing? (colors, artwork, etc.)				x	
2. Does it appear that students will remain actively involved and motivated without prodding or encouragement by instructor?			x		
3. Is game constructed so competition does not interfere with learning?					x
*4. Number of Players					
a. Can the game be played by both individuals and teams?					x
b. Can all participate actively?					x
c. Can it be played by only one? (solitaire version)			x		
d. Can the game be played without teacher supervision?			x		
5. Rules and Directions					
a. Are the rules and directions concise?				x	
b. Are the rules and directions fully explanatory of the game?				x	
c. Are the rules and directions easily understood?				x	
d. Are suggestions made to the teacher for summarizing the content learned in the game?				x	
PHYSICAL CHARACTERISTICS					
1. Is the game easy to store? (Is it self-contained? Can it fit into file cabinets, drawers, shelves, or other areas accessible to the classroom teacher?)					x
2. Use and Durability					
a. Will parts of the game last over a period of time? (Are game parts made of durable materials? Will the effect of heat, cold, and humidity be negligible upon the materials and the usability of the game?)					x
b. In use, do the parts function well?					x

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PHYSICAL CHARACTERISTICS - Cont'd.	No		Somewhat		Yes
3. Physically Handicapped (Blind, Spastic, Deaf, Paraplegic)					some can
a. Could a physically handicapped person play the game? (I.e., taking into account that another student could spin a spinner, throw and/or read dice, move tokens, etc., for the handicapped person if necessary, would the game then be playable to the handicapped?)					x
b. Could the game be modified for the physically handicapped? (E.g., cards, paper money, etc., can easily be adapted for blind students by using a stylus.)					x
c. Could a physically handicapped person play the solitaire version of the game, if any? (taking into account the modifications suggested in 3.b.)			x		
4. Consumable Materials					
a. Are consumable materials inexpensively replaced?					x
Approximate replacement cost of consumable materials Consumable materials may be duplicated. _____					
b. Could a quick substitution be made for each part of the game if the need would arise? Or can the game be played with missing parts?		x			
c. Are playing pieces unlikely to disappear?			x		
5. Extra Equipment					
a. Is the game constructed so as to eliminate the need for extra equipment such as overhead projectors, filmstrip machine, etc.?	x				
b. If equipment is necessary, what kinds? _____					

The BUDGETING GAME is included in the resource kit Money Management and cannot be purchased separately. It requires players to make joint decisions about a middle income family and their financial situation. Each round or month the family must draw a situation card and pay accordingly. The object is to satisfy the family's needs and pay for all the expense without going bankrupt. This game is not unnecessarily complex and there is only one form (a budget worksheet) to be filled by the students. Adult students could find this to be a valuable learning device for budgeting and decision making. The variations from month to month are so slight that students may not be stimulated. Most decisions are made in the beginning of the playing.

TEACHER'S PACKET OF BUSINESS
CROSSWORD PUZZLES

Publisher Dr. Peter Yacyk
Publication Date 1971
Cost $3.00

Suggested Number of Players Indefinite
*See Student Interest, question 4
Reading Level required to read rules No rules
Reading Level required to play game 9.2

EDUCATIONAL POSSIBILITIES	No		Somewhat		Yes
1. Is the informati accurate?					x
2. Objectives					
a. Are teaching objectives clear?					x
b. Are teaching objectives relevant to targeted student group? No targeted group indicated.					
3. Is game based on real-life situations and decisions?	x				
4. Does winning require knowledge rather than luck?			x		
5. Does the game improve attitudes toward learning?			x		
6. Does the game require high levels of cognitive behavior?	x				
7. Time					
a. Is the time required to play the game reasonable in terms of normal classroom periods (40 min)?					x
b. Can the game be adapted to different time limits easily?					x
c. Does the amount of learning justify the time spent in preparing students to play the game?					x
d. Does the amount of learning justify the time spent in playing the game?					x
8. Flexibility					
a. Can the game be adapted to appeal to different age groups and retain its educational value?	x				
b. Can the game content be changed to meet the needs of different ability levels within age groups and retain its educational value?	x				
9. Does the game teach or test, i.e., can the game be played without background learning?	x				
10. Mathematical Calculations					
a. Is the game constructed so as to eliminate the need for mathematical calculations?					x

EDUCATIONAL POSSIBILITIES - Cont'd.	No		Somewhat		Yes
b. If math is required, what calculations are used?					
STUDENT INTEREST					
1. Is the game aesthetically appealing? (colors, artwork, etc.)			x		
2. Does it appear that students will remain actively involved and motivated without prodding or encouragement by instructor?				x	
3. Is game constructed so competition does not interfere with learning?					x
*4. Number of Players					
a. Can the game be played by both individuals and teams?					x
b. Can all participate actively?					x
c. Can it be played by only one? (solitaire version)					x
d. Can the game be played without teacher supervision?					x
5. Rules and Directions					
a. Are the rules and directions concise? None given					
b. Are the rules and directions fully explanatory of the game?					
c. Are the rules and directions easily understood?					
d. Are suggestions made to the teacher for summarizing the content learned in the game?		x			
PHYSICAL CHARACTERISTICS					
1. Is the game easy to store? (Is it self-contained? Can it fit into file cabinets, drawers, shelves, or other areas accessible to the classroom teacher?)					x
2. Use and Durability					
a. Will parts of the game last over a period of time? (Are game parts made of durable materials? Will the effect of heat, cold, and humidity be negligible upon the materials and the usability of the game?)					x
b. In use, do the parts function well?					x

PHYSICAL CHARACTERISTICS - Cont'd.	No		Somewhat		Yes	
3. Physically Handicapped (Blind, Spastic, Deaf, Paraplegic)						
a. Could a physically handicapped person play the game? (I.e., taking into account that another student could spin a spinner, throw and/or read dice, move tokens, etc., for the handicapped person if necessary, would the game then be playable to the handicapped?)					x	some of them
b. Could the game be modified for the physically handicapped? (E.g., cards, paper money, etc., can easily be adapted for blind students by using a stylus.)					x	
c. Could a physically handicapped person play the solitaire version of the game, if any? (taking into account the modifications suggested in 3.b.)			x			
4. Consumable Materials						
a. Are consumable materials inexpensively replaced? Teacher may duplicate consumable materials.					x	
Approximate replacement cost of consumable materials						
b. Could a quick substitution be made for each part of the game if the need would arise? Or can the game be played with missing parts?		x				
c. Are playing pieces unlikely to disappear?					x	
5. Extra Equipment						
a. Is the game constructed so as to eliminate the need for extra equipment such as overhead projectors, filmstrip machine, etc.?	x					
b. If equipment is necessary, what kinds? Duplicating machine needed for copies of consumable materials.						

The TEACHERS PACKET OF BUSINESS CROSSWORD PUZZLES contains eleven puzzles each concerned with a different area. Those puzzles most directly related to consumer education are Credit, Consumer Protection, Money and Banking, and Consumer and the Law, although the latter is quite technical. Each crossword puzzle consists of approximately ninety terms ranging from basic, simple concepts to relatively difficult ones. A teacher of Adult Basic Education students could omit the more difficult terms from the puzzles to make them more workable for the students.

THE CALORIE GAME

Publisher Graphics Co.

Publication Date 1972

Cost $9.95 postpaid (If purchased with one copy of the Nutrition Game $18.75.)

Suggested Number of Players 1-6
*See Student Interest, question 4

Reading Level required to read rules 5.3

Reading Level required to play game 6.9

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EDUCATIONAL POSSIBILITIES	No		Somewhat		Yes
1. Is the information accurate?					x
2. Objectives					
a. Are teaching objectives clear?					x
b. Are teaching objectives relevant to targeted student group? No targeted group suited but suitable for children or adults.					
3. Is game based on real-life situations and decisions?					x
4. Does winning require knowledge rather than luck?					x
5. Does the game improve attitudes toward learning?					x
6. Does the game require high levels of cognitive behavior?					x
7. Time					
a. Is the time required to play the game reasonable in terms of normal classroom periods (40 min.)?					x
b. Can the game be adapted to different time limits easily?					x
c. Does the amount of learning justify the time spent in preparing students to play the game?					x
d. Does the amount of learning justify the time spent in playing the game?					x
8. Flexibility					
a. Can the game be adapted to appeal to different age groups and retain its educational value?					x
b. Can the game content be changed to meet the needs of different ability levels within age groups and retain its educational value?					x
9. Does the game teach or test, i.e., can the game be played without background learning?					x
10. Mathematical Calculations					
a. Is the game constructed so as to eliminate the need for mathematical calculations?	x				

EDUCATIONAL POSSIBILITIES - Cont'd.	No		Somewhat		Yes
b. If math is required, what calculations are used? Subtraction					
STUDENT INTEREST					
1. Is the game aesthetically appealing? (colors, artwork, etc.)					x
2. Does it appear that students will remain actively involved and motivated without prodding or encouragement by instructor?					x
3. Is game constructed so competition does not interfere with learning?					x
*4. Number of Players					
a. Can the game be played by both individuals and teams?					x
b. Can all participate actively?					x
c. Can it be played by only one? (solitaire version)					x
d. Can the game be played without teacher supervision?					x
5. Rules and Directions					
a. Are the rules and directions concise?					x
b. Are the rules and directions fully explanatory of the game?					x
c. Are the rules and directions easily understood?					x
d. Are suggestions made to the teacher for summarizing the content learned in the game?					x
PHYSICAL CHARACTERISTICS					
1. Is the game easy to store? (Is it self-contained? Can it fit into file cabinets, drawers, shelves, or other areas accessible to the classroom teacher?)					x
2. Use and Durability					
a. Will parts of the game last over a period of time? (Are game parts made of durable materials? Will the effect of heat, cold, and humidity be negligible upon the materials and the usability of the game?)					x
b. In use, do the parts function well?					x

PHYSICAL CHARACTERISTICS - Cont'd.	No		Somewhat		Yes
3. Physically Handicapped (Blind, Spastic, Deaf, Paraplegic)					
a. Could a physically handicapped person play the game? (I.e., taking into account that another student could spin a spinner, throw and/or read dice, move tokens, etc., for the handicapped person if necessary, would the game then be playable to the handicapped?)				some can	x
b. Could the game be modified for the physically handicapped? (E.g., cards, paper money, etc., can easily be adapted for blind students by using a stylus.)					x
c. Could a physically handicapped person play the solitaire version of the game, if any? (taking into account the modifications suggested in 3.b.)					x
4. Consumable Materials					
a. Are consumable materials inexpensively replaced? Consumable materials may be duplicated.					x
Approximate replacement cost of consumable materials _____ _____					
b. Could a quick substitution be made for each part of the game if the need would arise? Or can the game be played with missing parts?					x
c. Are playing pieces unlikely to disappear?			x		
5. Extra Equipment					
a. Is the game constructed so as to eliminate the need for extra equipment such as overhead projectors, filmstrip machine, etc.?	x				
b. If equipment is necessary, what kinds? Duplicating machine needed for consumable materials.					

Players of THE CALORIE GAME have the option of buying foods which they land on in order to acquire one hundred percent of all eight nutrient . The foods are purchased with calories. Players not only become acquainted with caloric values of the foods but also the nutritional value. This game is adaptable for different ages and ability levels of students. Included in the game are suggestions for different methods of play, a solitaire version, and principles of nutrition which the game can teach. Most Adult Basic Education students could easily play THE CALORIE GAME and learn a great deal of information about nutrition.

CHECKSTAND

Publisher Washington State University

Publication Date n.d.

Cost ?

Suggested Number of Players 2-4
*See Student Interest, question 4

Reading Level required to read rules 5.2

Reading Level required to play game 6.1

EDUCATIONAL POSSIBILITIES	No		Somewhat		Yes
1. Is the information accurate?					x
2. Objectives					
a. Are teaching objectives clear? Not stated.					
b. Are teaching objectives relevant to targeted student group? Suitable for most groups and adults.				x	
3. Is game based on real-life situations and decisions?					x
4. Does winning require knowledge rather than luck?				x	
5. Does the game improve attitudes toward learning?					x
6. Does the game require high levels of cognitive behavior?				x	
7. Time					
a. Is the time required to play the game reasonable in terms of normal classroom periods (40 min.)?		x			
b. Can the game be adapted to different time limits easily?					x
c. Does the amount of learning justify the time spent in preparing students to play the game?				x	
d. Does the amount of learning justify the time spent in playing the game?				x	
8. Flexibility					
a. Can the game be adapted to appeal to different age groups and retain its educational value?		x			
b. Can the game content be changed to meet the needs of different ability levels within age groups and retain its educational value?				x	
9. Does the game teach or test, i.e., can the game be played without background learning?					x
10. Mathematical Calculations					
a. Is the game constructed so as to eliminate the need for mathematical calculations?	x				

EDUCATIONAL POSSIBILITIES - Cont'd.	No		Somewhat		Yes
b. If math is required, what calculations are used? Addition, subtraction, multiplication					
STUDENT INTEREST					
1. Is the game aesthetically appealing? (colors, artwork, etc.)				x	
2. Does it appear that students will remain actively involved and motivated without prodding or encouragement by instructor?				x	
3. Is game constructed so competition does not interfere with learning?					x
*4. Number of Players					
a. Can the game be played by both individuals and teams?					x
b. Can all participate actively?					x
c. Can it be played by only one? (solitaire version)					x
d. Can the game be played without teacher supervision?				x	
5. Rules and Directions					
a. Are the rules and directions concise?					x
b. Are the rules and directions fully explanatory of the game?					x
c. Are the rules and directions easily understood?					x
d. Are suggestions made to the teacher for summarizing the content learned in the game?	x				
PHYSICAL CHARACTERISTICS					
1. Is the game easy to store? (Is it self-contained? Can it fit into file cabinets, drawers, shelves, or other areas accessible to the classroom teacher?)					x
2. Use and Durability					
a. Will parts of the game last over a period of time? (Are game parts made of durable materials? Will the effect of heat, cold, and humidity be negligible upon the materials and the usability of the game?)					x
b. In use, do the parts function well?					x

PHYSICAL CHARACTERISTICS - Cont'd.	No		Somewhat		Yes
3. Physically Handicapped (Blind, Spastic, Deaf, Paraplegic)					
a. Could a physically handicapped person play the game? (I.e., taking into account that another student could spin a spinner, throw and/or read dice, move tokens, etc., for the handicapped person if necessary, would the game then be playable to the handicapped?)					some can x
b. Could the game be modified for the physically handicapped? (E.g., cards, paper money, etc., can easily be adapted for blind students by using a stylus.)					x
c. Could a physically handicapped person play the solitaire version of the game, if any? (taking into account the modifications suggested in 3.b.)					x
4. Consumable Materials					
a. Are consumable materials inexpensively replaced?			?		
Approximate replacement cost of consumable materials No instruction given to replacement of consumable materials.					
b. Could a quick substitution be made for each part of the game if the need would arise? Or can the game be played with missing parts?					x
c. Are playing pieces unlikely to disappear?			x		
5. Extra Equipment					
a. Is the game constructed so as to eliminate the need for extra equipment such as overhead projectors, filmstrip machine, etc.?					x
b. If equipment is necessary, what kinds?					

CHECKSTAND is a game about food buymanship in which players chose one of six families and buy their weekly groceries. To win players must buy enough food to satisfy the number of servings needed in each of the daily four food groups plus staples without spending more than the allotted amount of money. CHECKSTAND is a flexible game and can familiarize students with the four food groups, number of servings (not size of servings), and comparison shopping. Most Adult Basic Education students would find CHECKSTAND to be relatively easy to play and understand. Gray areas represent "danger" items such as cigarettes, beer, etc. However, some nutritional foods such as milk, are listed in them and this could confuse players.

THE COMPLAINT GAME

Publisher Changing Times Education Service

Publication Date 1971

Cost $22.50 included in resource kit Money Management and cannot be purchased separately.

Suggested Number of Players 8
*See Student Interest, question 4

Reading Level required to read rules 7,9

Reading Level required to play game x

EDUCATIONAL POSSIBILITIES	No		Somewhat		Yes
1. Is the information accurate?					x
2. Objectives					
a. Are teaching objectives clear? None stated					
b. Are teaching objectives relevant to targeted student group? No targeted group stated but relevant to most groups.				x	
3. Is game based on real-life situations and decisions?					x
4. Does winning require knowledge rather than luck? No winner.					
5. Does the game improve attitudes toward learning?				x	
6. Does the game require high levels of cognitive behavior?					x
7. Time					
a. Is the time required to play the game reasonable in terms of normal classroom periods (40 min.)?					x
b. Can the game be adapted to different time limits easily?					x
c. Does the amount of learning justify the time spent in preparing students to play the game?			x		
d. Does the amount of learning justify the time spent in playing the game?			x		
8. Flexibility					
a. Can the game be adapted to appeal to different age groups and retain its educational value?					x
b. Can the game content be changed to meet the needs of different ability levels within age groups and retain its educational value?		x			
9. Does the game teach or test, i.e., can the game be played without background learning?					x
10. Mathematical Calculations					
a. Is the game constructed so as to eliminate the need for mathematical calculations?					x

EDUCATIONAL POSSIBILITIES - Cont'd.	No		Somewhat		Yes
b. If math is required, what calculations are used?					
STUDENT INTEREST					
1. Is the game aesthetically appealing? (colors, artwork, etc.)			x		
2. Does it appear that students will remain actively involved and motivated without prodding or encouragement by instructor?					x
3. Is game constructed so competition does not interfere with learning?					x
*4. Number of Players					
a. Can the game be played by both individuals and teams?			x		
b. Can all participate actively?					x
c. Can it be played by only one? (solitaire version)	x				
d. Can the game be played without teacher supervision?			x		
5. Rules and Directions					
a. Are the rules and directions concise?					x
b. Are the rules and directions fully explanatory of the game?					x
c. Are the rules and directions easily understood?					x
d. Are suggestions made to the teacher for summarizing the content learned in the game?					x
PHYSICAL CHARACTERISTICS					
1. Is the game easy to store? (Is it self-contained? Can it fit into file cabinets, drawers, shelves, or other areas accessible to the classroom teacher?)					x
2. Use and Durability					
a. Will parts of the game last over a period of time? (Are game parts made of durable materials? Will the effect of heat, cold, and humidity be negligible upon the materials and the usability of the game?)					x
b. In use, do the parts function well?					x

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PHYSICAL CHARACTERISTICS - Cont'd.	No		Somewhat		Yes
3. Physically Handicapped (Blind, Spastic, Deaf, Paraplegic)					
a. Could a physically handicapped person play the game? (I.e., taking into account that another student could spin a spinner, throw and/or read dice, move tokens, etc., for the handicapped person if necessary, would the game then be playable to the handicapped?)					some can x
b. Could the game be modified for the physically handicapped? (E.g., cards, paper money, etc., can easily be adapted for blind students by using a stylus.)					x
c. Could a physically handicapped person play the solitaire version of the game, if any? (taking into account the modifications suggested in 3.b.)					
4. Consumable Materials					
a. Are consumable materials inexpensively replaced?					
Approximate replacement cost of consumable materials _____ _____					
b. Could a quick substitution be made for each part of the game if the need would arise? Or can the game be played with missing parts?					x
c. Are playing pieces unlikely to disappear?					x
5. Extra Equipment					
a. Is the game constructed so as to eliminate the need for extra equipment such as overhead projectors, filmstrip machine, etc.?					x
b. If equipment is necessary, what kinds? _____ _____					

THE COMPLAINT GAME is a role playing simulation about handling complaints. In each round the customer may complain to only three of the six store personnel in attempting to settle his complaint. For maximum learning students must be good at role playing since all the dialogue and action are created by the players. THE COMPLAINT GAME is simply a role playing situation and since there is no winner or actual contest, might not by our definition be called a game. .It is included in the Resource Kit and cannot be purchased separately.

CONSUMER

Publisher Western Publishing Company
Publication Date 1967, 1969
Cost $30.00

Suggested Number of Players 11 - 34
*See Student Interest, question 4
Reading Level required to read rules 8
Reading Level required to play game 7.3

EDUCATIONAL POSSIBILITIES	No		Somewhat		Yes
1. Is the information accurate?					x
2. Objectives					
a. Are teaching objectives clear?					x
b. Are teaching objectives relevant to targeted student group?					x
3. Is game based on real-life situations and decisions?					x
4. Does winning require knowledge rather than luck?					x
5. Does the game improve attitudes toward learning?					x
6. Does the game require high levels of cognitive behavior?					x
7. Time					
a. Is the time required to play the game reasonable in terms of normal classroom periods (40 min.)?	x				
b. Can the game be adapted to different time limits easily?					x
c. Does the amount of learning justify the time spent in preparing students to play the game?				x	
d. Does the amount of learning justify the time spent in playing the game?					x
8. Flexibility					
a. Can the game be adapted to appeal to different age groups and retain its educational value?					x
b. Can the game content be changed to meet the needs of different ability levels within age groups and retain its educational value?				x	
9. Does the game teach or test, i.e., can the game be played without background learning?					x
0. Mathematical Calculations					
a. Is the game constructed so as to eliminate the need for mathematical calculations?	x				

EDUCATIONAL POSSIBILITIES - Cont'd.	No		Somewhat		Yes
b. If math is required, what calculations are used? Addition, subtraction; Calculations of interest rates.					
STUDENT INTEREST					
1. Is the game aesthetically appealing? (colors, artwork, etc.)					x
2. Does it appear that students will remain actively involved and motivated without prodding or encouragement by instructor?					x
3. Is game constructed so competition does not interfere with learning?					x
*4. Number of Players					
a. Can the game be played by both individuals and teams?					x
b. Can all participate actively?					x
c. Can it be played by only one? (solitaire version)	x				
d. Can the game be played without teacher supervision?		x			
5. Rules and Directions					
a. Are the rules and directions concise?	x				
b. Are the rules and directions fully explanatory of the game?					x
c. Are the rules and directions easily understood?		x			
d. Are suggestions made to the teacher for summarizing the content learned in the game?					x
PHYSICAL CHARACTERISTICS					
1. Is the game easy to store? (Is it self-contained? Can it fit into file cabinets, drawers, shelves, or other areas accessible to the classroom teacher?)					x
2. Use and Durability					
a. Will parts of the game last over a period of time? (Are game parts made of durable materials? Will the effect of heat, cold, and humidity be negligible upon the materials and the usability of the game?)					x
b. In use, do the parts function well?					x

PHYSICAL CHARACTERISTICS - Cont'd.	No		Somewhat		Yes
3. Physically Handicapped (Blind, Spastic, Deaf, Paraplegic)					
a. Could a physically handicapped person play the game? (I.e., taking into account that another student could spin a spinner, throw and/or read dice, move tokens, etc., for the handicapped person if necessary, would the game then be playable to the handicapped?)					some can x
b. Could the game be modified for the physically handicapped? (E.g., cards, paper money, etc., can easily be adapted for blind students by using a stylus.)				x	
c. Could a physically handicapped person play the solitaire version of the game, if any? (taking into account the modifications suggested in 3.b.)					
4. Consumable Materials					
a. Are consumable materials inexpensively replaced?		x			
Approximate replacement cost of consumable materials 1 packet (includes 1-2 pads of all consumable materials) costs $7.00.					
b. Could a quick substitution be made for each part of the game if the need would arise? Or can the game be played with missing parts?				x	
c. Are playing pieces unlikely to disappear?			x		
5. Extra Equipment					
a. Is the game constructed so as to eliminate the need for extra equipment such as overhead projectors, filmstrip machine, etc.?					x
b. If equipment is necessary, what kinds?_____ _____					

CONSUMER is a detailed game in which the players must decide what to purchase, when to purchase the items, and method of payment. It requires a great deal of teacher preparation time and student preparation time because of its complexity. The game teaches valuable lessons on installment buying, credit, and budgeting all of which are particularly relevant to adult students. However, it could possibly be too involved and difficult for some Adult Basic Ed. students.

00023

CONSUMER REDRESS

Publisher Changing Times Education Service

Publication Date 1971

Cost $62.50 (Entire Resource Unit)

Suggested Number of Players 15 + is possible (adaptation for fewer *See Student Interest, question 4

Reading Level required to read rules 10.3

Reading Level required to play game 6.4

EDUCATIONAL POSSIBILITIES	No		Somewhat		Yes
1. Is the information accurate?					x
2. Objectives					
a. Are teaching objectives clear?					x
b. Are teaching objectives relevant to targeted student group? relevant to about any group of youth and adults.					x
3. Is game based on real-life situations and decisions?					x
4. Does winning require knowledge rather than luck?					x
5. Does the game improve attitudes toward learning?				x	
6. Does the game require high levels of cognitive behavior?				x	
7. Time					
a. Is the time required to play the game reasonable in terms of normal classroom periods (40 min.)?					x
b. Can the game be adapted to different time limits easily?				x	
c. Does the amount of learning justify the time spent in preparing students to play the game?					x
d. Does the amount of learning justify the time spent in playing the game?					x
8. Flexibility					
a. Can the game be adapted to appeal to different age groups and retain its educational value?					x
b. Can the game content be changed to meet the needs of different ability levels within age groups and retain its educational value?		x			
9. Does the game teach or test, i.e., can the game be played without background learning?					x
10. Mathematical Calculations					
a. Is the game constructed so as to eliminate the need for mathematical calculations?					x

EDUCATIONAL POSSIBILITIES - Cont'd.	No		Somewhat		Yes
b. If math is required, what calculations are used?					
STUDENT INTEREST					
1. Is the game aesthetically appealing? (colors, artwork, etc.)				x	
2. Does it appear that students will remain actively involved and motivated without prodding or encouragement by instructor?				x	
3. Is game constructed so competition does not interfere with learning?				x	
*4. Number of Players					
a. Can the game be played by both individuals and teams?					x
b. Can all participate actively?					x
c. Can it be played by only one? (solitaire version)		x	x		
d. Can the game be played without teacher supervision?					x
5. Rules and Directions					
a. Are the rules and directions concise?					x
b. Are the rules and directions fully explanatory of the game?					x
c. Are the rules and directions easily understood?					x
d. Are suggestions made to the teacher for summarizing the content learned in the game?					x
PHYSICAL CHARACTERISTICS					
1. Is the game easy to store? (Is it self-contained? Can it fit into file cabinets, drawers, shelves, or other areas accessible to the classroom teacher?)					x
2. Use and Durability					
a. Will parts of the game last over a period of time? (Are game parts made of durable materials? Will the effect of heat, cold, and humidity be negligible upon the materials and the usability of the game?)					x
b. In use, do the parts function well?					x

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PHYSICAL CHARACTERISTICS - Cont'd.	No		Somewhat		Yes
3. Physically Handicapped (Blind, Spastic, Deaf, Paraplegic)					
a. Could a physically handicapped person play the game? (I.e., taking into account that another student could spin a spinner, throw and/or read dice, move tokens, etc., for the handicapped person if necessary, would the game then be playable to the handicapped?)				some can	x
b. Could the game be modified for the physically handicapped? (E.g., cards, paper money, etc., can easily be adapted for blind students by using a stylus.)					x
c. Could a physically handicapped person play the solitaire version of the game, if any? (taking into account the modifications suggested in 3.b.)			x		
4. Consumable Materials					
a. Are consumable materials inexpensively replaced?					x
Approximate replacement cost of consumable materials _____ _____					
b. Could a quick substitution be made for each part of the game if the need would arise? Or can the game be played with missing parts?				x	
c. Are playing pieces unlikely to disappear?				x	
5. Extra Equipment					
a. Is the game constructed so as to eliminate the need for extra equipment such as overhead projectors, filmstrip machine, etc.?	x				
b. If equipment is necessary, what kinds? Duplicating macine needed for copies of some forms.					

CONSUMER REDRESS is included in Consumer Law, Rights and Responsibilities, a resource kit for consumer education and cannot be purchased separately. The players of CONSUMER REDRESS attempt to redress a variety of grievances and therefore learn of the many different channels of appeal and begin to associate types of grievances with their specific appeal channel(s). This is an excellent game which is extremely relevant and beneficial to both youth and adults. Background knowledge of the various agencies is very beneficial to players. If students read below 6th grade level teachers can rewrite cards for lower reading levels.

CREDIT WORLD

Publisher Scholastic Magazine

Publication Date 1970

Cost ?

Suggested Number of Players 2 - ?
*See Student Interest, question 4

Reading Level required to read rules 8.9

Reading Level required to play game 7.1

EDUCATIONAL POSSIBILITIES	No		Somewhat		Yes
1. Is the information accurate?		x			
2. Objectives					
a. Are teaching objectives clear?					x
b. Are teaching objectives relevant to targeted student group? No targeted group stated.					
3. Is game based on real-life situations and decisions? few decisions required.			x		
4. Does winning require knowledge rather than luck?		x			
5. Does the game improve attitudes toward learning?			x		
6. Does the game require high levels of cognitive behavior?		x			
7. Time					
a. Is the time required to play the game reasonable in terms of normal classroom periods (40 min.)?					x
b. Can the game be adapted to different time limits easily?				x	
c. Does the amount of learning justify the time spent in preparing students to play the game?		x			
d. Does the amount of learning justify the time spent in playing the game?		x			
8. Flexibility					
a. Can the game be adapted to appeal to different age groups and retain its educational value?			x		
b. Can the game content be changed to meet the needs of different ability levels within age groups and retain its educational value?		x			
9. Does the game teach or test, i.e., can the game be played without background learning?					x
10. Mathematical Calculations					
a. Is the game constructed so as to eliminate the need for mathematical calculations?	x				

EDUCATIONAL POSSIBILITIES - Cont'd.	No		Somewhat		Yes
b. If math is required, what calculations are used? simple addition and substraction					
STUDENT INTEREST					
1. Is the game aesthetically appealing? (colors, artwork, etc.)				x	
2. Does it appear that students will remain actively involved and motivated without prodding or encouragement by instructor?			x		
3. Is game constructed so competition does not interfere with learning?					x
*4. Number of Players					
a. Can the game be played by both individuals and teams?		x			
b. Can all participate actively?					x
c. Can it be played by only one? (solitaire version)	x				
d. Can the game be played without teacher supervision?				x	
5. Rules and Directions					
a. Are the rules and directions concise?					x
b. Are the rules and directions fully explanatory of the game?					x
c. Are the rules and directions easily understood?					x
d. Are suggestions made to the teacher for summarizing the content learned in the game?		x			
PHYSICAL CHARACTERISTICS					
1. Is the game easy to store? (Is it self-contained? Can it fit into file cabinets, drawers, shelves, or other areas accessible to the classroom teacher?)					x
2. Use and Durability					
a. Will parts of the game last over a period of time? (Are game parts made of durable materials? Will the effect of heat, cold, and humidity be negligible upon the materials and the usability of the game?)					x
b. In use, do the parts function well?		x			

00028

PHYSICAL CHARACTERISTICS - Cont'd.	No		Somewhat		Yes
3. Physically Handicapped (Blind, Spastic, Deaf, Paraplegic)					
a. Could a physically handicapped person play the game? (I.e., taking into account that another student could spin a spinner, throw and/or read dice, move tokens, etc., for the handicapped person if necessary, would the game then be playable to the handicapped?)					some can x
b. Could the game be modified for the physically handicapped? (E.g., cards, paper money, etc., can easily be adapted for blind students by using a stylus.)					x
c. Could a physically handicapped person play the solitaire version of the game, if any? (taking into account the modifications suggested in 3.b.)					
4. Consumable Materials					
a. Are consumable materials inexpensively replaced?					
Approximate replacement cost of consumable materials No materials are sonsumable					
b. Could a quick substitution be made for each part of the game if the need would arise? Or can the game be played with missing parts?					x
c. Are playing pieces unlikely to disappear?			x		
5. Extra Equipment					
a. Is the game constructed so as to eliminate the need for extra equipment such as overhead projectors, filmstrip machine, etc.?					x
b. If equipment is necessary, what kinds?					

CREDIT WORLD is designed to teach the basic concepts and uses of credit. However, few if any decisions are required of each player and one procedure in the game, i.e. one cash unit being worth 10 credit units, could lead to confusion. Also, credit units are redeemed at the end of the game at the same rate at which they were purchased. Therefore, credit seems not to cost anything. High school and Adult Basic Foundation students might find this game interesting at first but might become bored since it is based on luck. The game does provide situations in which are presented a variety of the uses of credit buying.

CROSSROADS

Publisher Mazin-Wycoff Co., Inc.

Publication Date 1971

Cost $20.00

Suggested Number of Players minimum probably 2, no maximum
*See Student Interest, question 4

Reading Level required to read rules 9.2

Reading Level required to play game 5.8

EDUCATIONAL POSSIBILITIES	No		Somewhat		Yes
1. Is the information accurate?					x
2. Objectives					
a. Are teaching objectives clear? Not stated					
b. Are teaching objectives relevant to targeted student group? No targeted group stated but suitable for high school age or slightly older.			x		
3. Is game based on real-life situations and decisions?					x
4. Does winning require knowledge rather than luck? No winner.					
5. Does the game improve attitudes toward learning?				x	
6. Does the game require high levels of cognitive behavior?					x
7. Time					
a. Is the time required to play the game reasonable in terms of normal classroom periods (40 min.)?		x			
b. Can the game be adapted to different time limits easily?				x	
c. Does the amount of learning justify the time spent in preparing students to play the game?				x	
d. Does the amount of learning justify the time spent in playing the game?				x	
8. Flexibility					
a. Can the game be adapted to appeal to different age groups and retain its educational value?	x				
b. Can the game content be changed to meet the needs of different ability levels within age groups and retain its educational value?		x			
9. Does the game teach or test, i.e., can the game be played without background learning?					x
10. Mathematical Calculations					
a. Is the game constructed so as to eliminate the need for mathematical calculations?					x

EDUCATIONAL POSSIBILITIES - Cont'd.	No		Somewhat		Yes
b. If math is required, what calculations are used?					
STUDENT INTEREST					
1. Is the game aesthetically appealing? (colors, artwork, etc.)				x	
2. Does it appear that students will remain actively involved and motivated without prodding or encouragement by instructor?				x	
3. Is game constructed so competition does not interfere with learning?				x	
*4. Number of Players					
a. Can the game be played by both individuals and teams?					x
b. Can all participate actively?					x
c. Can it be played by only one? (solitaire version)			x		
d. Can the game be played without teacher supervision?		x			
5. Rules and Directions					
a. Are the rules and directions concise?					x
b. Are the rules and directions fully explanatory of the game?					x
c. Are the rules and directions easily understood?					x
d. Are suggestions made to the teacher for summarizing the content learned in the game?	x				
PHYSICAL CHARACTERISTICS					
1. Is the game easy to store? (Is it self-contained? Can it fit into file cabinets, drawers, shelves, or other areas accessible to the classroom teacher?)					x
2. Use and Durability					
a. Will parts of the game last over a period of time? (Are game parts made of durable materials? Will the effect of heat, cold, and humidity be negligible upon the materials and the usability of the game?)					x
b. In use, do the parts function well?		x			

00031

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PHYSICAL CHARACTERISTICS - Cont'd.	No		Somewhat		Yes
3. Physically Handicapped (Blind, Spastic, Deaf, Paraplegic)					
a. Could a physically handicapped person play the game? (I.e., taking into account that another student could spin a spinner, throw and/or read dice, move tokens, etc., for the handicapped person if necessary, would the game then be playable to the handicapped?)					some can x
b. Could the game be modified for the physically handicapped? (E.g., cards, paper money, etc., can easily be adapted for blind students by using a stylus.)					x
c. Could a physically handicapped person play the solitaire version of the game, if any? (taking into account the modifications suggested in 3.b.)			x		
4. Consumable Materials					
a. Are consumable materials inexpensively replaced?					
Approximate replacement cost of consumable materials _____					
b. Could a quick substitution be made for each part of the game if the need would arise? Or can the game be played with missing parts?		x			
c. Are playing pieces unlikely to disappear?			x		
5. Extra Equipment					
a. Is the game constructed so as to eliminate the need for extra equipment such as overhead projectors, filmstrip machine, etc.?	x				
b. If equipment is necessary, what kinds? Overhead projector _____					

CROSSROADS is included in the unit "Priorities, Decisions, Security" which also contains a teacher guide, two filmstrips, and a record. Players simulating high school students make decisions concerning their future work, further education, or other goals. Throughout the game players are making decisions so as to reach their choice of the set of six goals available. At several points in the game, players have two to four options some of which might seem to lead to unreasonable consequences. This aspect may limit usefulness and realism of the game. CROSSROADS could be useful to students of varying ages in teaching them decision making, goal attainment, etc.

Dirty Water

Publisher Urban Systems Inc.

Publication Date 1970

Cost $10.00

Suggested Number of Players 2-4
*See Student Interest, question 4

Reading Level required to read rules 8.1

Reading Level required to play game 7.3

EDUCATIONAL POSSIBILITIES	No		Somewhat		x Yes
1. Is the information accurate?					x
2. Objectives					
a. Are teaching objectives clear?					x
b. Are teaching objectives relevant to targeted student group? No targeted group stated but suitable for most ages.					
3. Is game based on real-life situations and decisions?			x		
4. Does winning require knowledge rather than luck?				x	
5. Does the game improve attitudes toward learning?					x
6. Does the game require high levels of cognitive behavior?					x
7. Time					
a. Is the time required to play the game reasonable in terms of normal classroom periods (40 min.)?		x			
b. Can the game be adapted to different time limits easily?				x	
c. Does the amount of learning justify the time spent in preparing students to play the game?				x	
d. Does the amount of learning justify the time spent in playing the game?				x	
8. Flexibility					
a. Can the game be adapted to appeal to different age groups and retain its educational value?			x		
b. Can the game content be changed to meet the needs of different ability levels within age groups and retain its educational value?			x		
9. Does the game teach or test, i.e., can the game be played without background learning?					x
10. Mathematical Calculations					
a. Is the game constructed so as to eliminate the need for mathematical calculations?	x				

EDUCATIONAL POSSIBILITIES - Cont'd.	No		Somewhat		Yes
b. If math is required, what calculations are used? addition, substraction					
STUDENT INTEREST					
1. Is the game aesthetically appealing? (colors, artwork, etc.)					x
2. Does it appear that students will remain actively involved and motivated without prodding or encouragement by instructor?					x
3. Is game constructed so competition does not interfere with learning?				x	
*4. Number of Players					
a. Can the game be played by both individuals and teams?					x
b. Can all participate actively?					x
c. Can it be played by only one? (solitaire version)	x				
d. Can the game be played without teacher supervision?				x	
5. Rules and Directions					
a. Are the rules and directions concise?		x			
b. Are the rules and directions fully explanatory of the game?					x
c. Are the rules and directions easily understood?					x
d. Are suggestions made to the teacher for summarizing the content learned in the game?	x				
PHYSICAL CHARACTERISTICS					
1. Is the game easy to store? (Is it self-contained? Can it fit into file cabinets, drawers, shelves, or other areas accessible to the classroom teacher?)					x
2. Use and Durability					
a. Will parts of the game last over a period of time? (Are game parts made of durable materials? Will the effect of heat, cold, and humidity be negligible upon the materials and the usability of the game?)					x
b. In use, do the parts function well?					x

00034

PHYSICAL CHARACTERISTICS - Cont'd.	No		Somewhat		Yes
3. Physically Handicapped (Blind, Spastic, Deaf, Paraplegic)					
a. Could a physically handicapped person play the game? (I.e., taking into account that another student could spin a spinner, throw and/or read dice, move tokens, etc., for the handicapped person if necessary, would the game then be playable to the handicapped?)				/ some can	x
b. Could the game be modified for the physically handicapped? (E.g., cards, paper money, etc., can easily be adapted for blind students by using a stylus.)					x
c. Could a physically handicapped person play the solitaire version of the game, if any? (taking into account the modifications suggested in 3.b.)					
4. Consumable Materials					
a. Are consumable materials inexpensively replaced?					
Approximate replacement cost of consumable materials No consumable materials.					
b. Could a quick substitution be made for each part of the game if the need would arise? Or can the game be played with missing parts?				x	
c. Are playing pieces unlikely to disappear?		x			
5. Extra Equipment					
a. Is the game constructed so as to eliminate the need for extra equipment such as overhead projectors, filmstrip machine, etc.?					x
b. If equipment is necessary, what kinds?					

DIRTY WATER is designed to familiarize players with the problems of water pollution. Players assume the role of Commissioner of Water Pollution and must avoid pollution thus enabling them to stock their lake with plants and fish. Players must manage finances, try to avoid over-population of plants and fish, and must anticipate pollution of their lakes and pollution from neighboring lakes upstream. More luck is involved in the winning of the game than decision making or knowledge. However, people interested in pollution would find it fun to play and gain some understanding of the difficulties in the control of water pollution. DIRTY WATER is related to consumer education in that consumer decisions affect water pollution.

ECOLOGY

Publisher Urban Systems, Inc.

Publication Date 1970

Cost $10.00

Suggested Number of Players 2-4
*See Student Interest, question 4

Reading Level required to read rules 5.6

Reading Level required to play game 8.0

EDUCATIONAL POSSIBILITIES	No		Somewhat		Yes
1. Is the information accurate?				x	
2. Objectives					
a. Are teaching objectives clear?	x				
b. Are teaching objectives relevant to targeted student group? Unsure of teaching objectives.	?				
3. Is game based on real-life situations and decisions?		x			
4. Does winning require knowledge rather than luck?	x				
5. Does the game improve attitudes toward learning?		x			
6. Does the game require high levels of cognitive behavior?	x				
7. Time					
a. Is the time required to play the game reasonable in terms of normal classroom periods (40 min.)?	x				
b. Can the game be adapted to different time limits easily?				x	
c. Does the amount of learning justify the time spent in preparing students to play the game?		x			
d. Does the amount of learning justify the time spent in playing the game?		x			
8. Flexibility					
a. Can the game be adapted to appeal to different age groups and retain its educational value?	x				
b. Can the game content be changed to meet the needs of different ability levels within age groups and retain its educational value?	x				
9. Does the game teach or test, i.e., can the game be played without background learning?					x
10. Mathematical Calculations					
a. Is the game constructed so as to eliminate the need for mathematical calculations?	x				

EDUCATIONAL POSSIBILITIES - Cont'd.	No		Somewhat		Yes
b. If math is required, what calculations are used? Addition, subtraction					
STUDENT INTEREST					
1. Is the game aesthetically appealing? (colors, artwork, etc.)					x
2. Does it appear that students will remain actively involved and motivated without prodding or encouragement by instructor?		x			
3. Is game constructed so competition does not interfere with learning?				x	
*4. Number of Players					
a. Can the game be played by both individuals and teams?		x			
b. Can all participate actively?					x
c. Can it be played by only one? (solitaire version)	x				
d. Can the game be played without teacher supervision?				x	
5. Rules and Directions					
a. Are the rules and directions concise?				x	
b. Are the rules and directions fully explanatory of the game?		x			
c. Are the rules and directions easily understood?		x			
d. Are suggestions made to the teacher for summarizing the content learned in the game?	x				
PHYSICAL CHARACTERISTICS					
1. Is the game easy to store? (Is it self-contained? Can it fit into file cabinets, drawers, shelves, or other areas accessible to the classroom teacher?)					x
2. Use and Durability					
a. Will parts of the game last over a period of time? (Are game parts made of durable materials? Will the effect of heat, cold, and humidity be negligible upon the materials and the usability of the game?)					x
b. In use, do the parts function well?					x

00037

PHYSICAL CHARACTERISTICS - Cont'd.	No		Somewhat		Yes
3. Physically Handicapped (Blind, Spastic, Deaf, Paraplegic)					
a. Could a physically handicapped person play the game? (I.e., taking into account that another student could spin a spinner, throw and/or read dice, move tokens, etc., for the handicapped person if necessary, would the game then be playable to the handicapped?)				some can	x
b. Could the game be modified for the physically handicapped? (E.g., cards, paper money, etc., can easily be adapted for blind students by using a stylus.)					x
c. Could a physically handicapped person play the solitaire version of the game, if any? (taking into account the modifications suggested in 3.b.)			x		
4. Consumable Materials					
a. Are consumable materials inexpensively replaced?					
Approximate replacement cost of consumable materials _____ _____					
b. Could a quick substitution be made for each part of the game if the need would arise? Or can the game be played with missing parts?				x	
c. Are playing pieces unlikely to disappear?		x			
5. Extra Equipment					
a. Is the game constructed so as to eliminate the need for extra equipment such as overhead projectors, filmstrip machine, etc.?					x
b. If equipment is necessary, what kinds? _____ _____					

ECOLOGY is a game in which players "try to achieve a balance between man's activities and the natural environment. while advancing through the four Ages of Development; Hunting, Agricultural, Industrial, and Environmental." The game requires only luck and no knowledge in winning; thus, the players have little or no control over situations. In general, the game seems to be primarily for entertainment and/or consciousness raising. Its relation to consumer education is that consumer decisions can affect the environment.

00038

Economic System

Publisher Western Publishing Company

Publication Date 1965, 1969

Cost $25.00

Suggested Number of Players 15
*See Student Interest, question 4

Reading Level required to read rules 10.2

Reading Level required to play game 9.1

EDUCATIONAL POSSIBILITIES	No		Somewhat		Yes
1. Is the information accurate?					x
2. Objectives					
a. Are teaching objectives clear?					x
b. Are teaching objectives relevant to targeted student group? No targeted group is stated but seems geared for higher academic ability students					
3. Is game based on real-life situations and decisions?				x	
4. Does winning require knowledge rather than luck?					x
5. Does the game improve attitudes toward learning?			x		
6. Does the game require high levels of cognitive behavior?					x
7. Time					
a. Is the time required to play the game reasonable in terms of norral classroom periods (40 min.)?	x				
b. Can the game be adapted to different time limits easily?			x		
c. Does the amount of learning justify the time spent in preparing students to play the game?			x		
d. Does the amount of learning justify the time spent in playing the game?			x		
8. Flexibility					
a. Can the game be adapted to appeal to different age groups and retain its educational value?	x				
b. Can the game content be changed to meet the needs of different ability levels within age groups and retain its educational value?	x				
9. Does the game teach or test, i.e., can the game be played without background learning?					x
10. Mathematical Calculations					
a. Is the game constructed so as to eliminate the need for mathematical calculations?	x				

EDUCATIONAL POSSIBILITIES - Cont'd.	No		Somewhat		Yes
b. If math is required, what calculations are used? addition, subtraction					
STUDENT INTEREST					
1. Is the game aesthetically appealing? (colors, artwork, etc.)					x
2. Does it appear that students will remain actively involved and motivated without prodding or encouragement by instructor?			x		
3. Is game constructed so competition does not interfere with learning?				x	
*4. Number of Players					
a. Can the game be played by both individuals and teams?					x
b. Can all participate actively?					x
c. Can it be played by only one? (solitaire version)	x				
d. Can the game be played without teacher supervision?		x			
5. Rules and Directions					
a. Are the rules and directions concise?		x			
b. Are the rules and directions fully explanatory of the game?					x
c. Are the rules and directions easily understood?		x			
d. Are suggestions made to the teacher for summarizing the content learned in the game?					x
PHYSICAL CHARACTERISTICS					
1. Is the game easy to store? (Is it self-contained? Can it fit into file cabinets, drawers, shelves, or other areas accessible to the classroom teacher?)					x
2. Use and Durability					
a. Will parts of the game last over a period of time? (Are game parts made of durable materials? Will the effect of heat, cold, and humidity be negligible upon the materials and the usability of the game?)					x
b. In use, do the parts function well?					x

PHYSICAL CHARACTERISTICS - Cont'd.	No		Somewhat		Yes
3. Physically Handicapped (Blind, Spastic, Deaf, Paraplegic)					
a. Could a physically handicapped person play the game? (I.e., taking into account that another student could spin a spinner, throw and/or read dice, move tokens, etc., for the handicapped person if necessary, would the game then be playable to the handicapped?)				some can	x
b. Could the game be modified for the physically handicapped? (E.g., cards, paper money, etc., can easily be adapted for blind students by using a stylus.)				x	
c. Could a physically handicapped person play the solitaire version of the game, if any? (taking into account the modifications suggested in 3.b.)					
4. Consumable Materials					
a. Are consumable materials inexpensively replaced?		x			
Approximate replacement cost of consumable materials 1 packet (2 pads of score sheets and 2 pads price charts) $2.50. Payments must accompany orders of less than $20.00.					
b. Could a quick substitution be made for each part of the game if the need would arise? Or can the game be played with missing parts?				x	
c. Are playing pieces unlikely to disappear?					
5. Extra Equipment					
a. Is the game constructed so as to eliminate the need for extra equipment such as overhead projectors, filmstrip machine, etc.?					x
b. If equipment is necessary, what kinds?_____ _____					

ECONOMIC SYSTEM "simulates the interrelationships of a competitive economic system." According to publishers students can learn such concepts as the "interdependence of the various economic roles in a society and the fact that the value of money depends entirely on the prices of goods and labor." Players assume one of the three roles of worker, manufacturer, and farmer. In each of the six rounds of play each player must make decisions on production, marketing, and consumption in order to gain the most satisfaction points. The object is to satisfy one's needs for food and manufactured goods by consuming them. Thus, no satisfaction points are given for having money. ECONOMIC SYSTEM is a complex game for both youth and adults and involves working with charts. Also, it involves a great deal of time for both preparation and play. The game seems to be geared for higher level students. More complex versions of the game are suggested.

ENTERPRISE

Publisher Interact Company

Publication Date 1972

Cost $10.00

Suggested Number of Players minium probably 32 no maximum
*See Student Interest, question 4

Reading Level required to read rules 11.3

Reading Level required to play game 9.1

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EDUCATIONAL POSSIBILITIES	No		Somewhat		Yes
1. Is the information accurate?					x
2. Objectives					
a. Are teaching objectives clear?					x
b. Are teaching objectives relevant to targeted student group? No targeted group stated but suitable for students with higher level of academic abilities.					
3. Is game based on real-life situations and decisions?					x
4. Does winning require knowledge rather than luck?					x
5. Does the game improve attitudes toward learning?		x			
6. Does the game require high levels of cognitive behavior?					x
7. Time					
a. Is the time required to play the game reasonable in terms of normal classroom periods (40 min.)?	x				
b. Can the game be adapted to different time limits easily?	x				
c. Does the amount of learning justify the time spent in preparing students to play the game?			x		
d. Does the amount of learning justify the time spent in playing the game?			x		
8. Flexibility					
a. Can the game be adapted to appeal to different age groups and retain its educational value?	x				
b. Can the game content be changed to meet the needs of different ability levels within age groups and retain its educational value?	x				
9. Does the game teach or test, i.e., can the game be played without background learning?		x			
10. Mathematical Calculations					
a. Is the game constructed so as to eliminate the need for mathematical calculations?	x				

EDUCATIONAL POSSIBILITIES - Cont'd.	No		Somewhat		Yes
b. If math is required, what calculations are used? add, subtract, multiplication					
STUDENT INTEREST					
1. Is the game aesthetically appealing? (colors, artwork, etc.)				x	
2. Does it appear that students will remain actively involved and motivated without prodding or encouragement by instructor?			x		
3. Is game constructed so competition does not interfere with learning?				x	
*4. Number of Players					
a. Can the game be played by both individuals and teams?					x
b. Can all participate actively?					x
c. Can it be played by only one? (solitaire version)	x				
d. Can the game be played without teacher supervision?	x				
5. Rules and Directions					
a. Are the rules and directions concise?		x			
b. Are the rules and directions fully explanatory of the game?					x
c. Are the rules and directions easily understood?			x		
d. Are suggestions made to the teacher for summarizing the content learned in the game?					x
PHYSICAL CHARACTERISTICS					
1. Is the game easy to store? (Is it self-contained? Can it fit into file cabinets, drawers, shelves, or other areas accessible to the classroom teacher?)					x
2. Use and Durability					
a. Will parts of the game last over a period of time? (Are game parts made of durable materials? Will the effect of heat, cold, and humidity be negligible upon the materials and the usability of the game?)					x
b. In use, do the parts function well?					x

PHYSICAL CHARACTERISTICS - Cont'd.	No		Somewhat		Yes
3. Physically Handicapped (Blind, Spastic, Deaf, Paraplegic)					
a. Could a physically handicapped person play the game? (I.e., taking into account that another student could spin a spinner, throw and/or read dice, move tokens, etc., for the handicapped person if necessary, would the game then be playable to the handicapped?)				some can	x
b. Could the game be modified for the physically handicapped? (E.g., cards, paper money, etc., can easily be adapted for blind students by using a stylus.)					x
c. Could a physically handicapped person play the solitaire version of the game, if any? (taking into account the modifications suggested in 3.b.)	x				
4. Consumable Materials					
a. Are consumable materials inexpensively replaced?					x
Approximate replacement cost of consumable materials Consumable materials may be reproduced.					
b. Could a quick substitution be made for each part of the game if the need would arise? Or can the game be played with missing parts?				x	
c. Are playing pieces unlikely to disappear?				x	
5. Extra Equipment					
a. Is the game constructed so as to eliminate the need for extra equipment such as overhead projectors, filmstrip machine, etc.?	x				
b. If equipment is necessary, what kinds? duplicating machine needed for consumable materials.					

ENTERPRISE is a complex simulation about money and enterprise and takes approximately 3 1/2 weeks to complete. Students are divided into the groups of Politicians, Brokers, Bankers, Businessman, Consumers, and Poor and each player interacts within their groups and with all other groups in attempting to gain the most capital. Students with higher levels of academic ability would benefit most from ENTERPRISE due to its complexity. It is especially suited for classes of Economics, Social Studies, and American Government.

FAMILY DECISIONS

Publisher Washington State University
Publication Date n.d.
Cost $6.00

Suggested Number of Players 6-24
*See Student Interest, question 4
Reading Level required to read rules 6.8
Reading Level required to play game 6.8

EDUCATIONAL POSSIBILITIES	No		Somewhat		Yes
1. Is the information accurate?					x
2. Objectives					
a. Are teaching objectives clear?					x
b. Are teaching objectives relevant to targeted student group?					x
3. Is game based on real-life situations and decisions?					x
4. Does winning require knowledge rather than luck? No winner But knowledge, required.					
5. Does the game improve attitudes toward learning?					x
6. Does the game require high levels of cognitive behavior?					x
7. Time					
a. Is the time required to play the game reasonable in terms of normal classroom periods (40 min.)?		x			
b. Can the game be adapted to different time limits easily?			x		
c. Does the amount of learning justify the time spent in preparing students to play the game?					x
d. Does the amount of learning justify the time spent in playing the game?					x
8. Flexibility					
a. Can the game be adapted to appeal to different age groups and retain its educational value?				x	
b. Can the game content be changed to meet the needs of different ability levels within age groups and retain its educational value?				x	
9. Does the game teach or test, i.e., can the game be played without background learning?					x
10. Mathematical Calculations					
a. Is the game constructed so as to eliminate the need for mathematical calculations?					x

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EDUCATIONAL POSSIBILITIES - Cont'd.	No		Somewhat		Yes
b. If math is required, what calculations are used?					
STUDENT INTEREST					
1. Is the game aesthetically appealing? (colors, artwork, etc.)			x		
2. Does it appear that students will remain actively involved and motivated without prodding or encouragement by instructor?					x
3. Is game constructed so competition does not interfere with learning?					x
*4. Number of Players					
a. Can the game be played by both individuals and teams?					x
b. Can all participate actively?					x
c. Can it be played by only one? (solitaire version)			x		
d. Can the game be played without teacher supervision?			x		
5. Rules and Directions					
a. Are the rules and directions concise?				x	
b. Are the rules and directions fully explanatory of the game?					x
c. Are the rules and directions easily understood?					x
d. Are suggestions made to the teacher for summarizing the content learned in the game?					x
PHYSICAL CHARACTERISTICS					
1. Is the game easy to store? (Is it self-contained? Can it fit into file cabinets, drawers, shelves, or other areas accessible to the classroom teacher?)					x
2. Use and Durability					
a. Will parts of the game last over a period of time? (Are game parts made of durable materials? Will the effect of heat, cold, and humidity be negligible upon the materials and the usability of the game?)					x
b. In use, do the parts function well?					x

PHYSICAL CHARACTERISTICS - Cont'd.	No		Somewhat		Yes
3. Physically Handicapped (Blind, Spastic, Deaf, Paraplegic)					
a. Could a physically handicapped person play the game? (I.e., taking into account that another student could spin a spinner, throw and/or read dice, move tokens, etc., for the handicapped person if necessary, would the game then be playable to the handicapped?)				some can	x
b. Could the game be modified for the physically handicapped? (E.g., cards, paper money, etc., can easily be adapted for blind students by using a stylus.)					x
c. Could a physically handicapped person play the solitaire version of the game, if any? (taking into account the modifications suggested in 3.b.)				x	
4. Consumable Materials					
a. Are consumable materials inexpensively replaced?					x
Approximate replacement cost of consumable materials Consumable materials may be duplicated. _____ ____ _____					
b. Could a quick substitution be made for each part of the game if the need would arise? Or can the game be played with missing parts?	x				
c. Are playing pieces unlikely to disappear?					x
5. Extra Equipment					
a. Is the game constructed so as to eliminate the need for extra equipment such as overhead projectors, filmstrip machine, etc.?	x				
b. If equipment is necessary, what kinds?_____ _____					

FAMILY DECISIONS is a simulation in which players make decisions for the family they are simulating. Four family profiles are given, each representing a different income level ranging from poverty level to high income level. For each decision to be made, several possible alternatives and their outcomes are presented. Also given is the probability of each outcome (in percentages) and its satisfaction score. This simulation can be of great value for youth or adult students in decision making and can be interesting to play as well. A major drawback for some would be the number of pages that have to be read during the playing of the simulation. However, it is possible for the teacher to conduct the entire simulation, thus doing almost all of the reading himself. Interaction between players is needed for maximum learning.

00047

FOOD - 0

Publisher Washington State University

Publication Date n.d.

Cost 85¢

Suggested Number of Players 2-15
*See Student Interest, question 4

Reading Level required to read rules 6.0

Reading Level required to play game x

EDUCATIONAL POSSIBILITIES	No		Somewhat		Yes
1. Is the information accurate?					x
2. Objectives					
a. Are teaching objectives clear? not stated					
b. Are teaching objectives relevant to targeted student group? No targeted group stated					
3. Is game based on real-life situations and decisions? No actual decision required.			x		
4. Does winning require knowledge rather than luck?		x			
5. Does the game improve attitudes toward learning?					x
6. Does the game require high levels of cognitive behavior?		x			
7. Time					
a. Is the time required to play the game reasonable in terms of normal classroom periods (40 min.)?					x
b. Can the game be adapted to different time limits easily?					x
c. Does the amount of learning justify the time spent in preparing students to play the game?			x		
d. Does the amount of learning justify the time spent in playing the game?			x		
8. Flexibility					
a. Can the game be adapted to appeal to different age groups and retain its educational value?		x			
b. Can the game content be changed to meet the needs of different ability levels within age groups and retain its educational value?	x				
9. Does the game teach or test, i.e., can the game be played without background learning?					x
10. Mathematical Calculations					
a. Is the game constructed so as to eliminate the need for mathematical calculations?					x

EDUCATIONAL POSSIBILITIES - Cont'd.	No		Somewhat		Yes
b. If math is required, what calculations are used?					
STUDENT INTEREST					
1. Is the game aesthetically appealing? (colors, artwork, etc.)				x	
2. Does it appear that students will remain actively involved and motivated without prodding or encouragement by instructor?					x
3. Is game constructed so competition does not interfere with learning?					x
*4. Number of Players					
a. Can the game be played by both individuals and teams?					x
b. Can all participate actively?					x
c. Can it be played by only one? (solitaire version) Teachers might devise a version but none stated	x				
d. Can the game be played without teacher supervision?			x		
5. Rules and Directions					
a. Are the rules and directions concise?					x
b. Are the rules and directions fully explanatory of the game?					x
c. Are the rules and directions easily understood?					x
d. Are suggestions made to the teacher for summarizing the content learned in the game?	x				
PHYSICAL CHARACTERISTICS					
1. Is the game easy to store? (Is it self-contained? Can it fit into file cabinets, drawers, shelves, or other areas accessible to the classroom teacher?)					x
2. Use and Durability					
a. Will parts of the game last over a period of time? (Are game parts made of durable materials? Will the effect of heat, cold, and humidity be negligible upon the materials and the usability of the game?)					x
b. In use, do the parts function well?					x

00049

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PHYSICAL CHARACTERISTICS - Cont'd.	No		Somewhat		Yes
3. Physically Handicapped (Blind, Spastic, Deaf, Paraplegic)					
a. Could a physically handicapped person play the game? (I.e., taking into account that another student could spin a spinner, throw and/or read dice, move tokens, etc., for the handicapped person if necessary, would the game then be playable to the handicapped?)					some can x
b. Could the game be modified for the physically handicapped? (E.g., cards, paper money, etc., can easily be adapted for blind students by using a stylus.)					x
c. Could a physically handicapped person play the solitaire version of the game, if any? (taking into account the modifications suggested in 3.b.)					x
4. Consumable Materials					
a. Are consumable materials inexpensively replaced? No instructions given concerning consumable materials.			?		
Approximate replacement cost of consumable materials _____ _____					
b. Could a quick substitution be made for each part of the game if the need would arise? Or can the game be played with missing parts?					x
c. Are playing pieces unlikely to disappear?			x		
5. Extra Equipment					
a. Is the game constructed so as to eliminate the need for extra equipment such as overhead projectors, filmstrip machine, etc.?					x
b. If equipment is necessary, what kinds? _____ _____					

FOOD - O is a bingo game based on the daily four food groups. If a player has a numbered square on his card corresponding to the number drawn, he must write in the name of a food in that particular food group. To win, one must fill squares across or down with foods and their food groups correctly corresponding. Variations for playing are included in instructions. The game is very simple for both teachers and students and could be of value to the least sophisticated Adult Basic Education students or young children in helping them identify the basic four food groups. More able students would soon get bored. Three servings of milk is indicated but this is needed for children. Thus, this might have to be adapted to different age groups. The number of servings of milk might need to be adjusted to the group playing the game.

HUMPTY DUMPTY

Publisher Washington State University

Publication Date Unknown

Cost 35¢

Suggested Number of Players 5
*See Student Interest, question 4

Reading Level required to read rules 4.7

Reading Level required to play game 5.4

EDUCATIONAL POSSIBILITIES	No		Somewhat		x Yes
1. Is the information accurate?					
2. Objectives					
a. Are teaching objectives clear? None stated.					
b. Are teaching objectives relevant to targeted student group? No targeted group indicated.					
3. Is game based on real-life situations and decisions?				x	
4. Does winning require knowledge rather than luck?					x
5. Does the game improve attitudes toward learning?				x	
6. Does the game require high levels of cognitive behavior?		x			
7. Time					
a. Is the time required to play the game reasonable in terms of normal classroom periods (40 min.)?					x
b. Can the game be adapted to different time limits easily?	x				
c. Does the amount of learning justify the time spent in preparing students to play the game?					x
d. Does the amount of learning justify the time spent in playing the game?				x	
8. Flexibility					
a. Can the game be adapted to appeal to different age groups and retain its educational value?	x				
b. Can the game content be changed to meet the needs of different ability levels within age groups and retain its educational value?	x				
9. Does the game teach or test, i.e., can the game be played without background learning?			x		
10. Mathematical Calculations					
a. Is the game constructed so as to eliminate the need for mathematical calculations?					x

00051

EDUCATIONAL POSSIBILITIES - Cont'd.	No		Somewhat		Yes
b. If math is required, what calculations are used?					
STUDENT INTEREST					
1. Is the game aesthetically appealing? (colors, artwork, etc.)				x	
2. Does it appear that students will remain actively involved and motivated without prodding or encouragement by instructor?				x	
3. Is game constructed so competition does not interfere with learning?				x	
*4. Number of Players					
a. Can the game be played by both individuals and teams?					x
b. Can all participate actively?					x
c. Can it be played by only one? (solitaire version)					x
d. Can the game be played without teacher supervision?					x
5. Rules and Directions					
a. Are the rules and directions concise?					x
b. Are the rules and directions fully explanatory of the game?					x
c. Are the rules and directions easily understood?					x
d. Are suggestions made to the teacher for summarizing the content learned in the game?	x				
PHYSICAL CHARACTERISTICS					
1. Is the game easy to store? (Is it self-contained? Can it fit into file cabinets, drawers, shelves, or other areas accessible to the classroom teacher?)					x
2. Use and Durability					
a. Will parts of the game last over a period of time? (Are game parts made of durable materials? Will the effect of heat, cold, and humidity be negligible upon the materials and the usability of the game?)					x
b. In use, do the parts function well?					x

00052

PHYSICAL CHARACTERISTICS - Cont'd.	No		Somewhat		Yes
3. Physically Handicapped (Blind, Spastic, Deaf, Paraplegic)					
a. Could a physically handicapped person play the game? (I.e., taking into account that another student could spin a spinner, throw and/or read dice, move tokens, etc., for the handicapped person if necessary, would the game then be playable to the handicapped?)					some of them x
b. Could the game be modified for the physically handicapped? (E.g., cards, paper money, etc., can easily be adapted for blind students by using a stylus.)					x
c. Could a physically handicapped person play the solitaire version of the game, if any? (taking into account the modifications suggested in 3.b.)					x
4. Consumable Materials					
a. Are consumable materials inexpensively replaced?					
Approximate replacement cost of consumable materials _____ _____					
b. Could a quick substitution be made for each part of the game if the need would arise? Or can the game be played with missing parts?	x				
c. Are playing pieces unlikely to disappear?				x	
5. Extra Equipment					
a. Is the game constructed so as to eliminate the need for extra equipment such as overhead projectors, filmstrip machine, etc.?					x
b. If equipment is necessary, what kinds? _____ _____					

HUMPTY DUMPTY is a game about eggs in the form of a ten piece jigsaw puzzle. In essence, it is a multiple choice game of ten questions with each question having two possible answers. To win, a player must choose the correct answers (which are written on the puzzle pieces) and his ten puzzle pieces will then form an egg. The ten questions touch upon basic facts about storage, cooking, protein, grading, and use of eggs. The information to be learned would be beneficial to adults but the puzzle form of an egg may seem too elementary to some.

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INFLATION

Publisher Paul S. Amidon and Associates

Publication Date 1972

Cost $15.00

Suggested Number of Players minimum 5, no maximum
*See Student Interest, question 4

Reading Level required to read rules 10.5

Reading Level required to play game 9.7

EDUCATIONAL POSSIBILITIES	No		Somewhat		Yes
1. Is the information accurate?					
2. Objectives					
a. Are teaching objectives clear?					x
b. Are teaching objectives relevant to targeted student group?				x	
3. Is game based on real-life situations and decisions?		x			
4. Does winning require knowledge rather than luck? No winner					
5. Does the game improve attitudes toward learning?			x		
6. Does the game require high levels of cognitive behavior?			x		
7. Time					
a. Is the time required to play the game reasonable in terms of normal classroom periods (40 min.)?	x				
b. Can the game be adapted to different time limits easily?				x	
c. Does the amount of learning justify the time spent in preparing students to play the game?			x		
d. Does the amount of learning justify the time spent in playing the game?			x		
8. Flexibility					
a. Can the game be adapted to appeal to different age groups and retain its educational value?	x				
b. Can the game content be changed to meet the needs of different ability levels within age groups and retain its educational value?	x				
9. Does the game teach or test, i.e., can the game be played without background learning?					x
10. Mathematical Calculations					
a. Is the game constructed so as to eliminate the need for mathematical calculations?	x				

EDUCATIONAL POSSIBILITIES - Cont'd.	No		Somewhat		Yes
b. If math is required, what calculations are used?					
STUDENT INTEREST					
1. Is the game aesthetically appealing? (colors, artwork, etc.)	x				
2. Does it appear that students will remain actively involved and motivated without prodding or encouragement by instructor?		x			
3. Is game constructed so competition does not interfere with learning?					x
*4. Number of Players					
a. Can the game be played by both individuals and teams?					x
b. Can all participate actively?					x
c. Can it be played by only one? (solitaire version)	x				
d. Can the game be played without teacher supervision?			x		
5. Rules and Directions					
a. Are the rules and directions concise?				x	
b. Are the rules and directions fully explanatory of the game?					x
c. Are the rules and directions easily understood?					x
d. Are suggestions made to the teacher for summarizing the content learned in the game?					x
PHYSICAL CHARACTERISTICS					
1. Is the game easy to store? (Is it self-contained? Can it fit into file cabinets, drawers, shelves, or other areas accessible to the classroom teacher?)					x
2. Use and Durability					
a. Will parts of the game last over a period of time? (Are game parts made of durable materials? Will the effect of heat, cold, and humidity be negligible upon the materials and the usability of the game?)					x
b. In use, do the parts function well?					x

00055

PHYSICAL CHARACTERISTICS - Cont'd.	No		Somewhat		Yes	
3. Physically Handicapped (Blind, Spastic, Deaf, Paraplegic)						
a. Could a physically handicapped person play the game? (I.e., taking into account that another student could spin a spinner, throw and/or read dice, move tokens, etc., for the handicapped person if necessary, would the game then be playable to the handicapped?)					some x	can
b. Could the game be modified for the physically handicapped? (E.g., cards, paper money, etc., can easily be adapted for blind students by using a stylus.)					x	
c. Could a physically handicapped person play the solitaire version of the game, if any? (taking into account the modifications suggested in 3.b.)						
4. Consumable Materials						
a. Are consumable materials inexpensively replaced?						
Approximate replacement cost of consumable materials _____ _____						
b. Could a quick substitution be made for each part of the game if the need would arise? Or can the game be played with missing parts?	x					
c. Are playing pieces unlikely to disappear?					x	
5. Extra Equipment						
a. Is the game constructed so as to eliminate the need for extra equipment such as overhead projectors, filmstrip machine, etc.?					x	
b. If equipment is necessary, what kinds? _____ _____						

INFLATION is a simulation in which students role play characters in a variety of roles in the economy. Different groups of players attempt to persuade the government to take the action against inflation best suited for thier purposes. The simulation requires a substantial amount of reading and group interaction for maximum learning. Some youth and adults might find this simulation too technical and difficult to hold interest.

LINGO

Publisher Colorforms, Inc.

Publication Date n.d.; new packaging, July 1973

Cost $2.00; $2.50 in July 1973

Suggested Number of Players 4
*See Student Interest, question 4

Reading Level required to read rules 4.2

Reading Level required to play game 1-2
(only teacher reads the cards)

EDUCATIONAL POSSIBILITIES	No		Somewhat		Yes
1. Is the information accurate?					x
2. Objectives					
a. Are teaching objectives clear?					x
b. Are teaching objectives relevant to targeted student group?					x
3. Is game based on real-life situations and decisions?			x		
4. Does winning require knowledge rather than luck?	x				
5. Does the game improve attitudes toward learning?			x		
6. Does the game require high levels of cognitive behavior?	x				
7. Time					
a. Is the time required to play the game reasonable in terms of normal classroom periods (40 min.)?					x
b. Can the game be adapted to different time limits easily?			x		
c. Does the amount of learning justify the time spent in preparing students to play the game?					x
d. Does the amount of learning justify the time spent in playing the game?					x
8. Flexibility					
a. Can the game be adapted to appeal to different age groups and retain its educational value?	x				
b. Can the game content be changed to meet the needs of different ability levels within age groups and retain its educational value?	x				
9. Does the game teach or test, i.e., can the game be played without background learning?					x
10. Mathematical Calculations					
a. Is the game constructed so as to eliminate the need for mathematical calculations?					x

00057

EDUCATIONAL POSSIBILITIES - Cont'd.	No		Somewhat		Yes
b. If math is required, what calculations are used?					
STUDENT INTEREST					
1. Is the game aesthetically appealing? (colors, artwork, etc.)					x
2. Does it appear that students will remain actively involved and motivated without prodding or encouragement by instructor?					x
3. Is game constructed so competition does not interfere with learning?					x
*4. Number of Players					
a. Can the game be played by both individuals and teams?	x				
b. Can all participate actively?					x
c. Can it be played by only one? (solitaire version)	x				
d. Can the game be played without teacher supervision?	x				
5. Rules and Directions					
a. Are the rules and directions concise?					x
b. Are the rules and directions fully explanatory of the game?					x
c. Are the rules and directions easily understood?					x
d. Are suggestions made to the teacher for summarizing the content learned in the game?	x				
PHYSICAL CHARACTERISTICS					
1. Is the game easy to store? (Is it self-contained? Can it fit into file cabinets, drawers, shelves, or other areas accessible to the classroom teacher?)					x
2. Use and Durability					
a. Will parts of the game last over a period of time? (Are game parts made of durable materials? Will the effect of heat, cold, and humidity be negligible upon the materials and the usability of the game?)					x
b. In use, do the parts function well?					x

00058

PHYSICAL CHARACTERISTICS - Cont'd.	No		Somewhat		Yes
3. Physically Handicapped (Blind, Spastic, Deaf, Paraplegic)					
a. Could a physically handicapped person play the game? (I.e., taking into account that another student could spin a spinner, throw and/or read dice, move tokens, etc., for the handicapped person if necessary, would the game then be playable to the handicapped?)					some can x
b. Could the game be modified for the physically handicapped? (E.g., cards, paper money, etc., can easily be adapted for blind students by using a stylus.)					x
c. Could a physically handicapped person play the solitaire version of the game, if any? (taking into account the modifications suggested in 3.b.)					
4. Consumable Materials					
a. Are consumable materials inexpensively replaced?					
Approximate replacement cost of consumable materials _____ _____					
b. Could a quick substitution be made for each part of the game if the need would arise? Or can the game be played with missing parts?				x	
c. Are playing pieces unlikely to disappear?				x	
5. Extra Equipment					
a. Is the game constructed so as to eliminate the need for extra equipment such as overhead projectors, filmstrip machine, etc.?					x
b. If equipment is necessary, what kinds? _____ _____					

"LINGO is a game about foods: dairy products, fruits, legumes, vegetables, grains, and meat." It is in the form of a bingo game and its purpose is merely to teach names of worldwide foods. The name of each food is in English, French, and Spanish. Since this game is targeted to young children, it will probably seem too simple for adult students.

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MANAGING YOUR MONEY

Publisher CUNA Mutual Insurance Society

Publication Date 1969, 1970

Cost $5.00

Suggested Number of Players 2-6
*See Student Interest, question 4

Reading Level required to read rules 7.7

Reading Level required to play game 8.8

EDUCATIONAL POSSIBILITIES	No		Somewhat		Yes
1. Is the information accurate?	x				
2. Objectives					
a. Are teaching objectives clear?		x			
b. Are teaching objectives relevant to targeted student group?			x		
3. Is game based on real-life situations and decisions?			x		
4. Does winning require knowledge rather than luck?	x				
5. Does the game improve attitudes toward learning?				x	
6. Does the game require high levels of cognitive behavior?	x				
7. Time					
a. Is the time required to play the game reasonable in terms of normal classroom periods (40 min.)?				x	
b. Can the game be adapted to different time limits easily?		x			
c. Does the amount of learning justify the time spent in preparing students to play the game?			x		
d. Does the amount of learning justify the time spent in playing the game?			x		
8. Flexibility					
a. Can the game be adapted to appeal to different age groups and retain its educational value?	x				
b. Can the game content be changed to meet the needs of different ability levels within age groups and retain its educational value?	x				
9. Does the game teach or test, i.e., can the game be played without background learning?					x
10. Mathematical Calculations					
a. Is the game constructed so as to eliminate the need for mathematical calculations?	x				

EDUCATIONAL POSSIBILITIES - Cont'd.	No		Somewhat		Yes
b. If math is required, what calculations are used? Addition, subtraction					
STUDENT INTEREST					
1. Is the game aesthetically appealing? (colors, artwork, etc.)					x
2. Does it appear that students will remain actively involved and motivated without prodding or encouragement by instructor?				x	
3. Is game constructed so competition does not interfere with learning?					x
*4. Number of Players					
a. Can the game be played by both individuals and teams?	x				
b. Can all participate actively?					x
c. Can it be played by only one? (solitaire version)	x				
d. Can the game be played without teacher supervision?					x
5. Rules and Directions					
a. Are the rules and directions concise?					x
b. Are the rules and directions fully explanatory of the game?					x
c. Are the rules and directions easily understood?					x
d. Are suggestions made to the teacher for summarizing the content learned in the game?	x				
PHYSICAL CHARACTERISTICS					
1. Is the game easy to store? (Is it self-contained? Can it fit into file cabinets, drawers, shelves, or other areas accessible to the classroom teacher?)					x
2. Use and Durability					
a. Will parts of the game last over a period of time? (Are game parts made of durable materials? Will the effect of heat, cold, and humidity be negligible upon the materials and the usability of the game?)					x
b. In use, do the parts function well?					x

00061

PHYSICAL CHARACTERISTICS - Cont'd.	No		Somewhat		Yes
3. Physically Handicapped (Blind, Spastic, Deaf, Paraplegic)					
a. Could a physically handicapped person play the game? (I.e., taking into account that another student could spin a spinner, throw and/or read dice, move tokens, etc., for the handicapped person if necessary, would the game then be playable to the handicapped?)					some can x
b. Could the game be modified for the physically handicapped? (E.g., cards, paper money, etc., can easily be adapted for blind students by using a stylus.)					x
c. Could a physically handicapped person play the solitaire version of the game, if any? (taking into account the modifications suggested in 3.b.)					
4. Consumable Materials					
a. Are consumable materials inexpensively replaced?			?		
Approximate replacement cost of consumable materials No instructions given as to replacement of consumable materials.					
b. Could a quick substitution be made for each part of the game if the need would arise? Or can the game be played with missing parts?					x
c. Are playing pieces unlikely to disappear?		x			
5. Extra Equipment					
a. Is the game constructed so as to eliminate the need for extra equipment such as overhead projectors, filmstrip machine, etc.?					x
b. If equipment is necessary, what kinds?_____					

MANAGING YOUR MONEY requires students to select a vocation, repay a set laon, and save a set amount of money. The game focuses on insurance and credit unions. It includes five types of insurance and players learn that insurance policies, although they cost money, can save one money in the long run. Chance rather than knowledge is the major factor in the playing and winning of the game. Therefore, the title of the game is misleading since players have no choices or decisions in the actual management of money. The game has some procedures which might lead players to make inaccurate generalizations. For example, salaries are collected at the Credit Union office and teachers can upgrade themselves at a technical school.

MARKET

(Included in the Unit ECONOMIC MAN)

Publisher Benefic Press

Publication Date 1971

Cost $64.00 (game only)
$77.04 (teaching unit that includes game)

Suggested Number of Players 18-40 (fewer can play)
*See Student Interest, question 4

Reading Level required to read rules 7.9

Reading Level required to play game 7.4

EDUCATIONAL POSSIBILITIES	No		Somewhat		Yes
1. Is the information accurate?			x		
2. Objectives					
a. Are teaching objectives clear?					x
b. Are teaching objectives relevant to targeted student group?				x	
3. Is game based on real-life situations and decisions?				x	
4. Does winning require knowledge rather than luck?			x		
5. Does the game improve attitudes toward learning?					x
6. Does the game require high levels of cognitive behavior?				x	
7. Time					
a. Is the time required to play the game reasonable in terms of normal classroom periods (40 min.)?	x				
b. Can the game be adapted to different time limits easily?		x			
c. Does the amount of learning justify the time spent in preparing students to play the game?			x		
d. Does the amount of learning justify the time spent in playing the game?			x		
8. Flexibility					
a. Can the game be adapted to appeal to different age groups and retain its educational value?		x			
b. Can the game content be changed to meet the needs of different ability levels within age groups and retain its educational value?	x				
9. Does the game teach or test, i.e., can the game be played without background learning?					x
10. Mathematical Calculations					
a. Is the game constructed so as to eliminate the need for mathematical calculations?	x				

EDUCATIONAL POSSIBILITIES - Cont'd.	No		Somewhat		Yes
b. If math is required, what calculations are used? Addition, subtraction, multiplication					
STUDENT INTEREST					
1. Is the game aesthetically appealing? (colors, artwork, etc.)					x
2. Does it appear that students will remain actively involved and motivated without prodding or encouragement by instructor?					x
3. Is game constructed so competition does not interfere with learning?		x			
*4. Number of Players					
a. Can the game be played by both individuals and teams?			x		
b. Can all participate actively?					x
c. Can it be played by only one? (solitaire version)	x				
d. Can the game be played without teacher supervision?			x		
5. Rules and Directions					
a. Are the rules and directions concise?				x	
b. Are the rules and directions fully explanatory of the game?					x
c. Are the rules and directions easily understood?					x
d. Are suggestions made to the teacher for summarizing the content learned in the game?					x
PHYSICAL CHARACTERISTICS					
1. Is the game easy to store? (Is it self-contained? Can it fit into file cabinets, drawers, shelves, or other areas accessible to the classroom teacher?)					x
2. Use and Durability					
a. Will parts of the game last over a period of time? (Are game parts made of durable materials? Will the effect of heat, cold, and humidity be negligible upon the materials and the usability of the game?)					x
b. In use, do the parts function well?					x

00064

PHYSICAL CHARACTERISTICS - Cont'd.	No		Somewhat		Yes
3. Physically Handicapped (Blind, Spastic, Deaf, Paraplegic)					
a. Could a physically handicapped person play the game? (I.e., taking into account that another student could spin a spinner, throw and/or read dice, move tokens, etc., for the handicapped person if necessary, would the game then be playable to the handicapped?)					x
b. Could the game be modified for the physically handicapped? (E.g., cards, paper money, etc., can easily be adapted for blind students by using a stylus.)					x
c. Could a physically handicapped person play the solitaire version of the game, if any? (taking into account the modifications suggested in 3.b.)					
4. Consumable Materials					
a. Are consumable materials inexpensively replaced?					x
Approximate replacement cost of consumable materials May duplicate consumable materials. _____					
b. Could a quick substitution be made for each part of the game if the need would arise? Or can the game be played with missing parts?					x
c. Are playing pieces unlikely to disappear?		x			
5. Extra Equipment					
a. Is the game constructed so as to eliminate the need for extra equipment such as overhead projectors, filmstrip machine, etc.?	x				
b. If equipment is necessary, what kinds? _____					

MARKET is a simulation in which players can learn to understand the economic principles of supply and demand. Players are either consumers or retailers. Consumers must plan a menu, estimate the food prices, and buy the foods from the retailers. Retailers are in competition with one another and must set prices and attempt to draw the consumers to their business and make a profit. Some confusion may result because no amounts are indicated for any food and prices may represent different quantities. For example, raw potatoes @.25, potato salad @ .35, and french fries @ .20 each represent two servings on the board. Questions might be raised as to why all meals must have meat, potatoes, and dessert, for example, and bread was never included. In general the game not only provides the atmosphere for learning supply and demand but helps the consumers in comparison shopping. This latter aspect would perhaps be the most beneficial to Adult Basic Education students.

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THE NUTRITION GAME

Publisher Graphics Co.

Publication Date 1972

Cost $9.95 postpaid. (If purchased with one copy of the Calorie Game, $18.75)

Suggested Number of Players 2-4
*See Student Interest, question 4

Reading Level required to read rules 9.4

Reading Level required to play game x

EDUCATIONAL POSSIBILITIES	No		Somewhat		Yes
1. Is the information accurate?					x
2. Objectives					
a. Are teaching objectives clear?					x
b. Are teaching objectives relevant to targeted student group? No targeted group stated but suitable for children or adults.					
3. Is game based on real-life situations and decisions?					x
4. Does winning require knowledge rather than luck?					x
5. Does the game improve attitudes toward learning?					x
6. Does the game require high levels of cognitive behavior?		x			x
7. Time					
a. Is the time required to play the game reasonable in terms of normal classroom periods (40 min.)?					x
b. Can the game be adapted to different time limits easily?					x
c. Does the amount of learning justify the time spent in preparing students to play the game?					x
d. Does the amount of learning justify the time spent in playing the game?					x
8. Flexibility					
a. Can the game be adapted to appeal to different age groups and retain its educational value?					x
b. Can the game content be changed to meet the needs of different ability levels within age groups and retain its educational value?					x
9. Does the game teach or test, i.e., can the game be played without background learning?					x
10. Mathematical Calculations					
a. Is the game constructed so as to eliminate the need for mathematical calculations?	x				

EDUCATIONAL POSSIBILITIES - Cont'd.	No		Somewhat		Yes
b. If math is required, what calculations are used? Subtraction, Addition (Banker must make change)					
STUDENT INTEREST					
1. Is the game aesthetically appealing? (colors, artwork, etc.)					x
2. Does it appear that students will remain actively involved and motivated without prodding or encouragement by instructor?					x
3. Is game constructed so competition does not interfere with learning?					x
*4. Number of Players					
a. Can the game be played by both individuals and teams?					x
b. Can all participate actively?					x
c. Can it be played by only one? (solitaire version)					x
d. Can the game be played without teacher supervision?					x
5. Rules and Directions					
a. Are the rules and directions concise?					x
b. Are the rules and directions fully explanatory of the game?					x
c. Are the rules and directions easily understood?					x
d. Are suggestions made to the teacher for summarizing the content learned in the game?					x
PHYSICAL CHARACTERISTICS					
1. Is the game easy to store? (Is it self-contained? Can it fit into file cabinets, drawers, shelves, or other areas accessible to the classroom teacher?)					x
2. Use and Durability					
a. Will parts of the game last over a period of time? (Are game parts made of durable materials? Will the effect of heat, cold, and humidity be negligible upon the materials and the usability of the game?)					x
b. In use, do the parts function well?					x

00067

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PHYSICAL CHARACTERISTICS - Cont'd.	No		Somewhat		Yes
3. Physically Handicapped (Blind, Spastic, Deaf, Paraplegic)					
a. Could a physically handicapped person play the game? (I.e., taking into account that another student could spin a spinner, throw and/or read dice, move tokens, etc., for the handicapped person if necessary, would the game then be playable to the handicapped?)					some can x
b. Could the game be modified for the physically handicapped? (E.g., cards, paper money, etc., can easily be adapted for blind students by using a stylus.)					x
c. Could a physically handicapped person play the solitaire version of the game, if any? (taking into account the modifications suggested in 3.b.)					x
4. Consumable Materials					
a. Are consumable materials inexpensively replaced?					
Approximate replacement cost of consumable materials _____ _____					
b. Could a quick substitution be made for each part of the game if the need would arise? Or can the game be played with missing parts?					x
c. Are playing pieces unlikely to disappear?			x		
5. Extra Equipment					
a. Is the game constructed so as to eliminate the need for extra equipment such as overhead projectors, filmstrip machine, etc.?					x
b. If equipment is necessary, what kinds?_____ _____					

The object of THE NUTRITION GAME is to buy foods with both calories and money in order to obtain one hundred percent of the Recommended Dietary Allowance of eight different nutrients. Eight different options of play, including a solitaire version, are suggested to the teacher. These options, in addition to any others which individual teachers could think of, make this game very flexible. Adult Basic Education students could learn a great deal about nutrition from the game and the variety of foods included in it.

PINK PEBBLES

Publisher Education Ventures, Inc.

Publication Date 1972

Cost $8.00

Suggested Number of Players 6
*See Student Interest, question 4

Reading Level required to read rules 5.8

Reading Level required to play game 3.5

EDUCATIONAL POSSIBILITIES	No		Somewhat		Yes
1. Is the information accurate?					x
2. Objectives					
a. Are teaching objectives clear?		x			
b. Are teaching objectives relevant to targeted student group? Adequate for elementary level.		x	x		
3. Is game based on real-life situations and decisions?	x				
4. Does winning require knowledge rather than luck?	x				
5. Does the game improve attitudes toward learning?			x		
6. Does the game require high levels of cognitive behavior?			x		
7. Time					
a. Is the time required to play the game reasonable in terms of normal classroom periods (40 min.)?				x	
b. Can the game be adapted to different time limits easily?			x		
c. Does the amount of learning justify the time spent in preparing students to play the game?			x		
d. Does the amount of learning justify the time spent in playing the game?		x			
8. Flexibility					
a. Can the game be adapted to appeal to different age groups and retain its educational value?	x				
b. Can the game content be changed to meet the needs of different ability levels within age groups and retain its educational value?	x				
9. Does the game teach or test, i.e., can the game be played without background learning?					x
10. Mathematical Calculations					
a. Is the game constructed so as to eliminate the need for mathematical calculations?					x

EDUCATIONAL POSSIBILITIES - Cont'd.	No		Somewhat		Yes
b. If math is required, what calculations are used?					
STUDENT INTEREST					
1. Is the game aesthetically appealing? (colors, artwork, etc.)					x
2. Does it appear that students will remain actively involved and motivated without prodding or encouragement by instructor?					x
3. Is game constructed so competition does not interfere with learning?		x			
*4. Number of Players					
a. Can the game be played by both individuals and teams?		x			
b. Can all participate actively?					x
c. Can it be played by only one? (solitaire version)	x				
d. Can the game be played without teacher supervision?					x
5. Rules and Directions					
a. Are the rules and directions concise?					x
b. Are the rules and directions fully explanatory of the game?				x	
c. Are the rules and directions easily understood?					x
d. Are suggestions made to the teacher for summarizing the content learned in the game?	x				
PHYSICAL CHARACTERISTICS					
1. Is the game easy to store? (Is it self-contained? Can it fit into file cabinets, drawers, shelves, or other areas accessible to the classroom teacher?)					x
2. Use and Durability					
a. Will parts of the game last over a period of time? (Are game parts made of durable materials? Will the effect of heat, cold, and humidity be negligible upon the materials and the usability of the game?)					x
b. In use, do the parts function well?					x

00070

PHYSICAL CHARACTERISTICS - Cont'd.	No		Somewhat		Yes
3. Physically Handicapped (Blind, Spastic, Deaf, Paraplegic)					
a. Could a physically handicapped person play the game? (I.e., taking into account that another student could spin a spinner, throw and/or read dice, move tokens, etc., for the handicapped person if necessary, would the game then be playable to the handicapped?)				some can	x
b. Could the game be modified for the physically handicapped? (E.g., cards, paper money, etc., can easily be adapted for blind students by using a stylus.)					x
c. Could a physically handicapped person play the solitaire version of the game, if any? (taking into account the modifications suggested in 3.b.)					
4. Consumable Materials					
a. Are consumable materials inexpensively replaced?					
Approximate replacement cost of consumable materials _____ _____					
b. Could a quick substitution be made for each part of the game if the need would arise? Or can the game be played with missing parts?					x
c. Are playing pieces unlikely to disappear?			x		
5. Extra Equipment					
a. Is the game constructed so as to eliminate the need for extra equipment such as overhead projectors, filmstrip machine, etc.?					x
b. If equipment is necessary, what kinds? _____ _____					

PINK PEBBLES is a game about how money began. Players assume the role of a farmer in a society without money and must learn the art of trading in order to obtain items he needs and wants. It provides a few opportunities for decision making. PINK PEBBLES seems to be targeted to younger students or adults at an elementary level. Although players may learn something about how money began it probably would not be very useful in making consumer decisions in today's society.

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POPULATION

Publisher Urban Systems, Inc.

Publication Date 1970

Cost $10.00

Suggested Number of Players 2-6
*See Student Interest, question 4

Reading Level required to read rules 10.2

Reading Level required to play game 11.2

EDUCATIONAL POSSIBILITIES	No		Somewhat		Yes
1. Is the information accurate?			x		
2. Objectives					
a. Are teaching objectives clear?	x				
b. Are teaching objectives relevant to targeted student group? Unsure of teaching objectives.	?				
3. Is game based on real-life situations and decisions?	x				
4. Does winning require knowledge rather than luck?	x				
5. Does the game improve attitudes toward learning?		x			
6. Does the game require high levels of cognitive behavior?	x				
7. Time					
a. Is the time required to play the game reasonable in terms of normal classroom periods (40 min.)?	x				
b. Can the game be adapted to different time limits easily?		x			
c. Does the amount of learning justify the time spent in preparing students to play the game?		x			
d. Does the amount of learning justify the time spent in playing the game?		x			
8. Flexibility					
a. Can the game be adapted to appeal to different age groups and retain its educational value?	x				
b. Can the game content be changed to meet the needs of different ability levels within age groups and retain its educational value?	x				
9. Does the game teach or test, i.e., can the game be played without background learning?					x
10. Mathematical Calculations					
a. Is the game constructed so as to eliminate the need for mathematical calculations?	x				

EDUCATIONAL POSSIBILITIES - Cont'd.	No		Somewhat		Yes
b. If math is required, what calculations are used? Addition, subtraction					
STUDENT INTEREST					
1. Is the game aesthetically appealing? (colors, artwork, etc.)					x
2. Does it appear that students will remain actively involved and motivated without prodding or encouragement by instructor?		x			
3. Is game constructed so competition does not interfere with learning?				x	
*4. Number of Players					
a. Can the game be played by both individuals and teams?					x
b. Can all participate actively?					x
c. Can it be played by only one? (solitaire version)	x				
d. Can the game be played without teacher supervision?			x		
5. Rules and Directions					
a. Are the rules and directions concise?		x			
b. Are the ruler and directions fully explanatory of the game?		x			
c. Are the rules and directions easily understood?		x			
d. Are suggestions made to the teacher for summarizing the content learned in the game?	x				
PHYSICAL CHARACTERISTICS					
1. Is the game easy to store? (Is it self-contained? Can it fit into file cabinets, drawers, shelves, or other areas accessible to the classroom teacher?)					x
2. Use and Durability					
a. Will parts of the game last over a period of time? (Are game parts made of durable materials? Will the effect of heat, cold, and humidity be negligible upon the materials and the usability of the game?)					x
b. In use, do the parts function well?					x

00073

PHYSICAL CHARACTERISTICS - Cont'd.	No		Somewhat		Yes
3. Physically Handicapped (Blind, Spastic, Deaf, Paraplegic)					
a. Could a physically handicapped person play the game? (I.e., taking into account that another student could spin a spinner, throw and/or read dice, move tokens, etc., for the handicapped person if necessary, would the game then be playable to the handicapped?)					some can x
b. Could the game be modified for the physically handicapped? (E.g., cards, paper money, etc., can easily be adapted for blind students by using a stylus.)				x	
c. Could a physically handicapped person play the solitaire version of the game, if any? (taking into account the modifications suggested in 3.b.)					
4. Consumable Materials					
a. Are consumable materials inexpensively replaced?				?	
Approximate replacement cost of consumable materials No instructions given as to the replacement of consumable materials.					
b. Could a quick substitution be made for each part of the game if the need would arise? Or can the game be played with missing parts?				x	
c. Are playing pieces unlikely to disappear?		x			
5. Extra Equipment					
a. Is the game constructed so as to eliminate the need for extra equipment such as overhead projectors, filmstrip machine, etc.?					x
b. If equipment is necessary, what kinds?_____					

POPULATION is a game in which players strive to solve a crisis of overpopulation in a rapidly developing country. Although some decisions must be made by the players, the game seems to be primarily for purposes of entertainment and/or consciousness raising. Its relation to consumer education is merely that consumer decisions can affect population growth. POPULATION is a complex game and the complexity led to confusion and lack of interest among the adults and high school students who played in our situations. Its complexity reduced the enjoyment and the learning.

00074

PROPAGANDA

Publisher Wff'n Proof

Publication Date n.d.

Cost $6.00

Suggested Number of Players 2-4
*See Student Interest, question 4

Reading Level required to read rules 8.6

Reading Level required to play game 6.0

EDUCATIONAL POSSIBILITIES	No		Somewhat		Yes
1. Is the information accurate?					x
2. Objectives					
a. Are teaching objectives clear?					x
b. Are teaching objectives relevant to targeted student group?					x
3. Is game based on real-life situations and decisions?					x
4. Does winning require knowledge rather than luck?					x
5. Does the game improve attitudes toward learning?			x		
6. Does the game require high levels of cognitive behavior?					x
7. Time					
a. Is the time required to play the game reasonable in terms of normal classroom periods (40 min.)?					x
b. Can the game be adapted to different time limits easily?					x
c. Does the amount of learning justify the time spent in preparing students to play the game?				x	
d. Does the amount of learning justify the time spent in playing the game?					x
8. Flexibility					
a. Can the game be adapted to appeal to different age groups and retain its educational value?				x	
b. Can the game content be changed to meet the needs of different ability levels within age groups and retain its educational value?	x				
9. Does the game teach or test, i.e., can the game be played without background learning?			x		
10. Mathemstical Calculations					
a. Is the game constructed so as to eliminate the need for mathematical calculations?					x

00075

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EDUCATIONAL POSSIBILITIES - Cont'd.	No		Somewhat		Yes
b. If math is required, what calculations are used?					
STUDENT INTEREST					
1. Is the game aesthetically appealing? (colors, artwork, etc.)			x		
2. Does it appear that students will remain actively involved and motivated without prodding or encouragement by instructor?				x	
3. Is game constructed so competition does not interfere with learning?				x	
*4. Number of Players					
a. Can the game be played by both individuals and teams?					x
b. Can all participate actively?					x
c. Can it be played by only one? (solitaire version)					x
d. Can the game be played without teacher supervision?			x		
5. Rules and Directions					
a. Are the rules and directions concise?	x				
b. Are the rules and directions fully explanatory of the game?					x
c. Are the rules and directions easily understood?		x			
d. Are suggestions made to the teacher for summarizing the content learned in the game?	x				
PHYSICAL CHARACTERISTICS					
1. Is the game easy to store? (Is it self-contained? Can it fit into file cabinets, drawers, shelves, or other areas accessible to the classroom teacher?)					x
2. Use and Durability					
a. Will parts of the game last over a period of time? (Are game parts made of durable materials? Will the effect of heat, cold, and humidity be negligible upon the materials and the usability of the game?)					x
b. In use, do the parts function well?					x

PHYSICAL CHARACTERISTICS - Cont'd.	No		Somewhat		Yes	
3. Physically Handicapped (Blind, Spastic, Deaf, Paraplegic)						
a. Could a physically handicapped person play the game? (I.e., taking into account that another student could spin a spinner, throw and/or read dice, move tokens, etc., for the handicapped person if necessary, would the game then be playable to the handicapped?)					some	can x
b. Could the game be modified for the physically handicapped? (E.g., cards, paper money, etc., can easily be adapted for blind students by using a stylus.)						x
c. Could a physically handicapped person play the solitaire version of the game, if any? (taking into account the modifications suggested in 3.b.)						x
4. Consumable Materials						
a. Are consumable materials inexpensively replaced?						
Approximate replacement cost of consumable materials _____ _____						
b. Could a quick substitution be made for each part of the game if the need would arise? Or can the game be played with missing parts?						x
c. Are playing pieces unlikely to disappear?						x
5. Extra Equipment						
a. Is the game constructed so as to eliminate the need for extra equipment such as overhead projectors, filmstrip machine, etc.?						x
b. If equipment is necessary, what kinds? _____ _____						

PROPAGANDA is an exercise in clear thinking which requires the players to identify techniques of propaganda from examples given. Different methods of playing are suggested and the game is basically quite flexible. Two sections of PROPAGANDA are especially relevant to consumer education especially if included in units in advertising, salesmen's persuasion techniques, etc. Adult Basic Education students could find this game to be overwhelming due to the amount of reading involved. However, if given assistance it would be challenging and interesting to them.

00077

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SHARE THE RISK

Publisher Changing Times Education Service

Publication Date 1972

Cost $62.50

Suggested Number of Players 8-40
*See Student Interest, question 4

Reading Level required to read rules 8.9

Reading Level required to play game 6.2

EDUCATIONAL POSSIBILITIES	No		Somewhat		Yes
1. Is the information accurate?					x
2. Objective					
a. Are teaching objectives clear?					x
b. Are teaching objectives relevant to targeted student group?			x		
3. Is game based on real-life situations and decisions?				x	
4. Does winning require knowledge rather than luck?			x		
5. Does the game improve attitudes toward learning?			x		
6. Does the game require high levels of cognitive behavior?			x		
7. Time					
a. Is the time required to play the game reasonable in terms of normal classroom periods (40 min.)?	x				
b. Can the game be adapted to different time limits easily?	x				
c. Does the amount of learning justify the time spent in preparing students to play the game?				x	
d. Does the amount of learning justify the time spent in playing the game?				x	
8. Flexibility					
a. Can the game be adapted to appeal to different age groups and retain its educational value?				x	
if teacher reads and make records, lowest ability students could play					
b. Can the game content be changed to meet the needs of different ability levels within age groups and retain its educational value?	x				
9. Does the game teach or test, i.e., can the game be played without background learning?					x
10. Mathematical Calculations					
a. Is the game constructed so as to eliminate the need for mathematical calculations?	x				

00078

EDUCATIONAL POSSIBILITIES - Cont'd. (interest rates, etc.) b. If math is required, what calculations are used? all types of calculations	No		Somewhat		Yes
STUDENT INTEREST					
1. Is the game aesthetically appealing? (colors, artwork, etc.)				x	
2. Does it appear that students will remain actively involved and motivated without prodding or encouragement by instructor?			x		
3. Is game constructed so competition does not interfere with learning?					x
*4. Number of Players					
a. Can the game be played by both individuals and teams?					x
b. Can all participate actively?					x
c. Can it be played by only one? (solitaire version)	x				
d. Can the game be played without teacher supervision?			x		
5. Rules and Directions					
a. Are the rules and directions concise?				x	
b. Are the rules and directions fully explanatory of the game?					x
c. Are the rules and directions easily understood?			x		
d. Are suggestions made to the teacher for summarizing the content learned in the game?					x
PHYSICAL CHARACTERISTICS					
1. Is the game easy to store? (Is it self-contained? Can it fit into file cabinets, drawers, shelves, or other areas accessible to the classroom teacher?)					x
2. Use and Durability					
a. Will parts of the game last over a period of time? (Are game parts made of durable materials? Will the effect of heat, cold, and humidity be negligible upon the materials and the usability of the game?)					x
b. In use, do the parts function well?					x

00079

PHYSICAL CHARACTERISTICS - Cont'd.	No		Somewhat		Yes
3. Physically Handicapped (Blind, Spastic, Deaf, Paraplegic)					
a. Could a physically handicapped person play the game? (I.e., taking into account that another student could spin a spinner, throw and/or read dice, move tokens, etc., for the handicapped person if necessary, would the game then be playable to the handicapped?)					some can x
b. Could the game be modified for the physically handicapped? (E.g., cards, paper money, etc., can easily be adapted for blind students by using a stylus.)					x
c. Could a physically handicapped person play the solitaire version of the game, if any? (taking into account the modifications suggested in 3.b.)					
4. Consumable Materials					
a. Are consumable materials inexpensively replaced?					x
Approximate replacement cost of consumable materials _____ _____					
b. Could a quick substitution be made for each part of the game if the need would arise? Or can the game be played with missing parts?			x		
c. Are playing pieces unlikely to disappear?			x		
5. Extra Equipment					
a. Is the game constructed so as to eliminate the need for extra equipment such as overhead projectors, filmstrip machine, etc.?	x				
b. If equipment is necessary, what kinds? Duplicating machine needed for consumable materials.					

SHARE THE RISK is a game meant to introduce insurance and its basic concepts. Players assume the dual role of family head and member of a share-the-risk pool and their goals are to improve the family's security and protect their family from the two perils, the Grunch and the Yark. These perils include damage to people's property and threats to a family's health and life. Players must decide how much money they should pool to protect themselves from these perils. SHARE THE RISK can teach a basic understanding of both the consumer view of insurance and the view of the insurance company. Some of the concepts it can teach are the understanding of probability, risk, insurance planning, loss experience, cost of insurance, and others. Due to the amount of paper work and math calculations, Adult Basic Education students might find this game rather difficult and they could lose interest.

SHARP SHOPPER

Publisher Gillum Book Company

Publication Date n.d.

Cost $5.00

Suggested Number of Players 4
*See Student Interest, question 4

Reading Level required to read rules 8.5

Reading Level required to play game 6.4

EDUCATIONAL POSSIBILITIES	No		Somewhat	x	Yes
1. Is the information accurate?				x	
2. Objectives					
a. Are teaching objectives clear?		x			
b. Are teaching objectives relevant to targeted student group? No targeted group stated.					
3. Is game based on real-life situations and decisions?			x		
4. Does winning require knowledge rather than luck?	x				
5. Does the game improve attitudes toward learning?					x
6. Does the game require high levels of cognitive behavior?	x				
7. Time					
a. Is the time required to play the game reasonable in terms of normal classroom periods (40 min.)?			x		
b. Can the game be adapted to different time limits easily?					x
c. Does the amount of learning justify the time spent in preparing students to play the game?					x
d. Does the amount of learning justify the time spent in playing the game?			x		
8. Flexibility					
a. Can the game be adapted to appeal to different age groups and retain its educational value?					x
b. Can the game content be changed to meet the needs of different ability levels within age groups and retain its educational value?				x	
9. Does the game teach or test, i.e., can the game be played without background learning?					x
10. Mathematical Calculations					
a. Is the game constructed so as to eliminate the need for mathematical calculations?					x

00081

EDUCATIONAL POSSIBILITIES - Cont'd.	No		Somewhat		Yes
b. If math is required, what calculations are used?					
STUDENT INTEREST					
1. Is the game aesthetically appealing? (colors, artwork, etc.)					x
2. Does it appear that students will remain actively involved and motivated without prodding or encouragement by instructor?				x	
3. Is game constructed so competition does not interfere with learning?					x
*4. Number of Players					
a. Can the game be played by both individuals and teams?					x
b. Can all participate actively?					x
c. Can it be played by only one? (solitaire version)			x		
d. Can the game be played without teacher supervision?					x
5. Rules and Directions					
a. Are the rules and directions concise?					x
b. Are the rules and directions fully explanatory of the game?					x
c. Are the rules and directions easily understood?					x
d. Are suggestions made to the teacher for summarizing the content learned in the game?	x				
PHYSICAL CHARACTERISTICS					
1. Is the game easy to store? (Is it self-contained? Can it fit into file cabinets, drawers, shelves, or other areas accessible to the classroom teacher?)					x
2. Use and Durability					
Will parts of the game last over a period of time? (Are game parts made of durable materials? Will the effect of heat, cold, and humidity be negligible upon the materials and the usability of the game?)					x
b. In use, do the parts function well?					x

00082

PHYSICAL CHARACTERISTICS - Cont'd.	No		Somewhat		Yes
3. Physically Handicapped (Blind, Spastic, Deaf, Paraplegic)					
a. Could a physically handicapped person play the game? (I.e., taking into account that another student could spin a spinner, throw and/or read dice, move tokens, etc., for the handicapped person if necessary, would the game then be playable to the handicapped?)					some can x
b. Could the game be modified for the physically handicapped? (E.g., cards, paper money, etc., can easily be adapted for blind students by using a stylus.)					x
c. Could a physically handicapped person play the solitaire version of the game, if any? (taking into account the modifications suggested in 3.b.)					
4. Consumable Materials					
a. Are consumable materials inexpensively replaced?					
Approximate replacement cost of consumable materials _____ _____					
b. Could a quick substitution be made for each part of the game if the need would arise? Or can the game be played with missing parts?					x
c. Are playing pieces unlikely to disappear?					x
5. Extra Equipment					
a. Is the game constructed so as to eliminate the need for extra equipment such as overhead projectors, filmstrip machine, etc.?					x
b. If equipment is necessary, what kinds? _____ _____					

SHARP SHOPPER emphasizes consumer practices in the areas of food, clothing, shelter, and finance. Situation cards in these four areas point out useful facts, tips, and pitfalls of consumer practices which would be of utmost importance to the adult student. Blank cards are included in the game so that additional situations may be added. Also, variations for play are suggested in the rules. Situations must be read aloud in order to acquire the knowledge but it is possible to play the game without reading aloud, thus greatly reducing the possibility of any learning. A few of the situations represent judgments with which we might not agree.

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SMOG

Publisher Urban Systems, Inc.

Publication Date 1970

Cost $11.00

Suggested Number of Players 2-4
*See Student Interest, question 4

Reading Level required to read rules 7.9

Reading Level required to play game 9.9

EDUCATIONAL POSSIBILITIES	No		Somewhat		Yes
1. Is the information accurate?					x
2. Objectives					
a. Are teaching objectives clear?				x	
b. Are teaching objectives relevant to targeted student group?			x		
3. Is game based on real-life situations and decisions?		x			
4. Does winning require knowledge rather than luck?			x		
5. Does the game improve attitudes toward learning?				x	
6. Does the game require high levels of cognitive behavior?				x	
7. Time					
a. Is the time required to play the game reasonable in terms of normal classroom periods (40 min.)?	x				
b. Can the game be adapted to different time limits easily?					x
c. Does the amount of learning justify the time spent in preparing students to play the game?				x	
d. Does the amount of learning justify the time spent in playing the game?				x	
8. Flexibility					
a. Can the game be adapted to appeal to different age groups and retain its educational value?	x				
b. Can the game content be changed to meet the needs of different ability levels within age groups and retain its educational value?	x				
9. Does the game teach or test, i.e., can the game be played without background learning?					x
10. Mathematical Calculations					
a. Is the game constructed so as to eliminate the need for mathematical calculations?	x				

EDUCATIONAL POSSIBILITIES - Cont'd.	No		Somewhat		Yes
b. If math is required, what calculations are used? Addition, subtraction					
STUDENT INTEREST					
1. Is the game aesthetically appealing? (colors, artwork, etc.)					x
2. Does it appear that students will remain actively involved and motivated without prodding or encouragement by instructor?				x	
3. Is game constructed so competition does not interfere with learning?		x			
*4. Number of Players					
a. Can the game be played by both individuals and teams?					x
b. Can all participate actively?					x
c. Can it be played by only one? (solitaire version)	x				
d. Can the game be played without teacher supervision?			x		
5. Rules and Directions					
a. Are the rules and directions concise?	x				
b. Are the rules and directions fully explanatory of the game?			x		
c. Are the rules and directions easily understood?		x			
d. Are suggestions made to the teacher for summarizing the content learned in the game?	x				
PHYSICAL CHARACTERISTICS					
1. Is the game easy to store? (Is it self-contained? Can it fit into file cabinets, drawers, shelves, or other areas accessible to the classroom teacher?)					x
2. Use and Durability					
a. Will parts of the game last over a period of time? (Are game parts made of durable materials? Will the effect of heat, cold, and humidity be negligible upon the materials and the usability of the game?)					x
b. In use, do the parts function well?			x		

00085

PHYSICAL CHARACTERISTICS - Cont'd.	No		Somewhat		Yes
3. Physically Handicapped (Blind, Spastic, Deaf, Paraplegic)					
a. Could a physically handicapped person play the game? (I.e., taking into account that another student could spin a spinner, throw and/or read dice, move tokens, etc., for the handicapped person if necessary, would the game then be playable to the handicapped?)			some can x		
b. Could the game be modified for the physically handicapped? (E.g., cards, paper money, etc., can easily be adapted for blind students by using a stylus.)			x		
c. Could a physically handicapped person play the solitaire version of the game, if any? (taking into account the modifications suggested in 3.b.)					
4. Consumable Materials					
a. Are consumable materials inexpensively replaced?			?		
Approximate replacement cost of consumable materials No instruction given as to replacement of consumable materials.					
b. Could a quick substitution be made for each part of the game if the need would arise? Or can the game be played with missing parts?			x		
c. Are playing pieces unlikely to disappear?		x			
5. Extra Equipment					
a. Is the game constructed so as to eliminate the need for extra equipment such as overhead projectors, filmstrip machine, etc.?					x
b. If equipment is necessary, what kinds?_____					

SMOG requires players to become a town's Air Quality Manager and thus players are faced with decisions and complexities involved in controlling the quality of the air over this town. SMOG enables players to understand different sides of the pollution question and in regard to policy decision making. It is probably too difficult for most Adult Basic Education students or lower ability high school students. However, it could be educational value to more able groups and might be used in Science, Social Studies, or Consumer Education classes. It is necessary to play several times in order to get full benefits.

00086

SOUP'S ON!

Publisher Didactron Inc.

Publication Date 1970

Cost ?

Suggested Number of Players minimum probably 2, no maximum
*See Student Interest, question 4

Reading Level required to read rules 8.7

Reading Level required to play game 4.1

EDUCATIONAL POSSIBILITIES	No		Somewhat		Yes
1. Is the information accurate?		x			
2. Objectives					
a. Are teaching objectives clear?				x	
b. Are teaching objectives relevant to targeted student group?				x	
3. Is game based on real-life situations and decisions?			x		
4. Does winning require knowledge rather than luck?	x				
5. Does the game improve attitudes toward learning?		x			
6. Does the game require high levels of cognitive behavior?	x				
7. Time					
a. Is the time required to play the game reasonable in terms of normal classroom periods (40 min.)?					x
b. Can the game be adapted to different time limits easily?					x
c. Does the amount of learning justify the time spent in preparing students to play the game?		x			
d. Does the amount of learning justify the time spent in playing the game?		x			
8. Flexibility					
a. Can the game be adapted to appeal to different age groups and retain its educational value?	x				
b. Can the game content be changed to meet the needs of different ability levels within age groups and retain its educational value?	x				
9. Does the game teach or test, i.e., can the game be played without background learning?					x
10. Mathematical Calculations					
a. Is the game constructed so as to eliminate the need for mathematical calculations?					x

EDUCATIONAL POSSIBILITIES - Cont'd.	No		Somewhat		Yes
b. If math is required, what calculations are used?					
STUDENT INTEREST					
1. Is the game aesthetically appealing? (co ors, artwork, etc.)				x	
2. Does it appear that students will remain actively involved and motivated without prodding or encouragement by instructor?		x			
3. Is game constructed so competition does not interfere with learning?					x
*4. Number of Players					
a. Can the game be played by both individuals and teams?				x	
b. Can all participate actively?					x
c. Can it be played by only one? (solitaire version)		x			
d. Can the game be played without teacher supervision?			x		
5. Rules and Directions					
a. Are the rules and directions concise?					x
b. Are the rules and directions fully explanatory of the game?					x
c. Are the rules and directions easily understood?					x
d. Are suggestions made to the teacher for summarizing the content learned in the game?					x
PHYSICAL CHARACTERISTICS					
1. Is the game easy to store? (Is it self-contained? Can it fit into file cabinets, drawers, shelves, or other areas accessible to the classroom teacher?)					x
2. Use and Durability					
a. Will parts of the game last over a period of time? (Are game parts made of durable materials? Will the effect of heat cold, and humidity be negligible upon the materials and the usability of the game?)					x
b. In use, do the parts function well?			x		

00088

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PHYSICAL CHARACTERISTICS - Cont'd.	No		Somewhat		Yes
3. Physically Handicapped (Blind, Spastic, Deaf, Paraplegic)					
a. Could a physically handicapped person play the game? (I.e., taking into account that another student could spin a spinner, throw and/or read dice, move tokens, etc., for the handicapped person if necessary, would the game then be playable to the handicapped?)				some can	x
b. Could the game be modified for the physically handicapped? (E.g., cards, paper money, etc., can easily be adapted for blind students by using a stylus.)					x
c. Could a physically handicapped person play the solitaire version of the game, if any? (taking into account the modifications suggested in 3.b.)			x		
4. Consumable Materials					
a. Are consumable materials inexpensively replaced?					
Approximate replacement cost of consumable materials _____ _____					
b. Could a quick substitution be made for each part of the game if the need would arise? Or can the game be played with missing parts?					x
c. Are playing pieces unlikely to disappear?		x			
5. Extra Equipment					
a. Is the game constructed so as to eliminate the need for extra equipment such as overhead projectors, filmstrip machine, etc.?					x
b. If equipment is necessary, what kinds? _____ _____					

SOUPS ON is meant to lead to an understanding of a balanced diet. However, the game is played like bingo, there are no decision to be made and only luck is involved in the winning of the game. Students may obtain some misinformation because all foods are grouped in the following six categories: mostly protein, vegetable, mostly fat, fruit, milk, and starch. This would confuse most students since the categories do not adhere to any specific pattern such as nutritional groups or food groups. Also, the "mostly starch" group includes such things as ice cream, pizza, and chili. These foods are generally thought of as in the milk and meat groups, respectively. Players are attracted to the game at first but soon become bored.

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SWINDLE!

Publisher Changing Times Education Service

Publication Date 1971

Cost $42.50 (entire resource unit)

Suggested Number of Players no maximum minimum probably is 7-11
*See Student Interest, question 4

Reading Level required to read rules 4.8

Reading Level required to play game 4.8

EDUCATIONAL POSSIBILITIES	No		Somewhat		Yes
1. Is the information accurate?					x
2. Objectives					
a. Are teaching objectives clear?					x
b. Are teaching objectives relevant to targeted student group? No targeted group stated but suitable for many groups					
3. Is game based on real-life situations and decisions?					x
4. Does winning require knowledge rather than luck?				x	
5. Does the game improve attitudes toward learning?				x	
6. Does the game require high levels of cognitive behavior?				x	
7. Time					
a. Is the time required to play the game reasonable in terms of normal classroom periods (40 min.)?	x				
b. Can the game be adapted to different time limits easily?		x			
c. Does the amount of learning justify the time spent in preparing students to play the game?				x	
d. Does the amount of learning justify the time spent in playing the game?				x	
8. Flexibility					
a. Can the game be adapted to appeal to different age groups and retain its educational value?			x		
b. Can the game content be changed to meet the needs of different ability levels within age groups and retain its educational value?				x	
9. Does the game teach or test, i.e., can the game be played without background learning?					x
10. Mathematical Calculations					
a. Is the game constructed so as to eliminate the need for mathematical calculations?	x				

EDUCATIONAL POSSIBILITIES - Cont'd.	No		Somewhat		Yes
b. If math is required, what calculations are used? addition, subtraction					
STUDENT INTEREST					
1. Is the game aesthetically appealing? (colors, artwork, etc.)				x	
2. Does it appear that students will remain actively involved and motivated without prodding or encouragement by instructor?				x	
3. Is game constructed so competition does not interfere with learning?			x		
*4. Number of Players					
a. Can the game be played by both individuals and teams?					x
b. Can all participate actively?					x
c. Can it be played by only one? (solitaire version)	x				
d. Can the game be played without teacher supervision?					x
5. Rules and Directions					
a. Are the rules and directions concise?		x			
b. Are the rules and directions fully explanatory of the game?					x
c. Are the rules and directions easily understood?					x
d. Are suggestions made to the teacher for summarizing the content learned in the game?					x
PHYSICAL CHARACTERISTICS					
1. Is the game easy to store? (Is it self-contained? Can it fit into file cabinets, drawers, shelves, or other areas accessible to the classroom teacher?)					x
2. Use and Durability					
a. Will parts of the game last over a period of time? (Are game parts made of durable materials? Will the effect of heat, cold, and humidity be negligible upon the materials and the usability of the game?)					x
b. In use, do the parts function well?					x

00091

PHYSICAL CHARACTERISTICS - Cont'd.	No		Somewhat		Yes	
3. Physically Handicapped (Blind, Spastic, Deaf, Paraplegic)						
a. Could a physically handicapped person play the game? (I.e., taking into account that another student could spin a spinner, throw and/or read dice, move tokens, etc., for the handicapped person if necessary, would the game then be playable to the handicapped?)					some	can
					x	
b. Could the game be modified for the physically handicapped? (E.g., cards, paper money, etc., can easily be adapted for blind students by using a stylus.)					x	
c. Could a physically handicapped person play the solitaire version of the game, if any? (taking into account the modifications suggested in 3.b.)						
4. Consumable Materials						
a. Are consumable materials inexpensively replaced?					x	
Approximate replacement cost of consumable materials _____						
b. Could a quick substitution be made for each part of the game if the need would arise? Or can the game be played with missing parts?					x	
c. Are playing pieces unlikely to disappear?				x		
5. Extra Equipment						
a. Is the game constructed so as to eliminate the need for extra equipment such as overhead projectors, filmstrip machine, etc.?	x					
b. If equipment is necessary, what kinds? Duplicating machine needed for copies of some forms.						

SWINDLE is included in The Marketplace, a resource kit for teaching consumer education and cannot be purchased separately. Players of SWINDLE try to make wise choices and to avoid gyps and frauds. Players learn to evaluate and investigate choices before they decide upon their purchases. Students receive valuable experiences in decision making in areas which are very relevant to the Adult Basic Education Student. SWINDLE is somewhat fun to play but it can be played only one or two times because students will be able to memorize the results of purchases and thus play without learning.

WHEELS

Publisher Paul S. Amidon & Associates, Inc.

Publication Date 1972

Cost $40.00

Suggested Number of Players 14
*See Student Interest, question 4

Reading Level required to read rules 8.8

Reading Level required to play game 12.6

EDUCATIONAL POSSIBILITIES	No		Somewhat		Yes
1. Is the information accurate?				x	
2. Objectives					
a. Are teaching objectives clear? Not stated.					
b. Are teaching objectives relevant to targeted student group? H.S. sophomore to seniors are interested in buying cards.					?
3. Is game based on real-life situations and decisions?					x
4. Does winning require knowledge rather than luck?			x		
5. Does the game improve attitudes toward learning?			x		
6. Does the game require high levels of cognitive behavior?			x		
7. Time					
a. Is the time required to play the game reasonable in terms of normal classroom periods (40 min.)?	x				
b. Can the game be adapted to different time limits easily?	x				
c. Does the amount of learning justify the time spent in preparing students to play the game?				x	
d. Does the amount of learning justify the time spent in playing the game?				x	
8. Flexibility					
a. Can the game be adapted to appeal to different age groups and retain its educational value?	x				
b. Can the game content be changed to meet the needs of different ability levels within age groups and retain its educational value?	x				
9. Does the game teach or test, i.e., can the game be played without background learning?					x
10. Mathematical Calculations					
a. Is the game constructed so as to eliminate the need for mathematical calculations?	--				

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EDUCATIONAL POSSIBILITIES - Cont'd.	No		Somewhat		Yes
b. If math is required, what calculations are used? Addition, subtraction, multiplication.					
STUDENT INTEREST					
1. Is the game aesthetically appealing? (colors, artwork, etc.)				x	
2. Does it appear that students will remain actively involved and motivated without prodding or encouragement by instructor?		x			
3. Is game constructed so competition does not interfere with learning?					x
*4. Number of Players					
a. Can the game be played by both individuals and teams?				x	
b. Can all participate actively?					x
c. Can it be played by only one? (solitaire version)			x		
d. Can the game be played without teacher supervision?		x			
5. Rules and Directions					
a. Are the rules and directions concise?		x			
b. Are the rules and directions fully explanatory of the game?					x
c. Are the rules and directions easily understood?			x		
d. Are suggestions made to the teacher for summarizing the content learned in the game?	x				
PHYSICAL CHARACTERISTICS					
1. Is the game easy to store? (Is it self-contained? Can it fit into file cabinets, drawers, shelves, or other areas accessible to the classroom teacher?)					x
2. Use and Durability					
a. Will parts of the game last over a period of time? (Are game parts made of durable materials? Will the effect of heat, cold, and humidity be negligible upon the materials and the usability of the game?)					x
b. In use, do the parts function well?					x

PHYSICAL CHARACTERISTICS - Cont'd.	No		Somewhat		Yes
3. Physically Handicapped (Blind, Spastic, Deaf, Paraplegic)					
a. Could a physically handicapped person play the game? (I.e., taking into account that another student could spin a spinner, throw and/or read dice, move tokens, etc., for the handicapped person if necessary, would the game then be playable to the handicapped?)				some	can x
b. Could the game be modified for the physically handicapped? (E.g., cards, paper money, etc., can easily be adapted for blind students by using a stylus.)					x
c. Could a physically handicapped person play the solitaire version of the game, if any? (taking into account the modifications suggested in 3.b.)					x
4. Consumable Materials					
a. Are consumable materials inexpensively replaced?			?		
Approximate replacement cost of consumable materials No insturctions given as to purchase or duplication of consumable materials.					
b. Could a quick substitution be made for each part of the game if the need would arise? Or can the game be played with missing parts?					x
c. Are playing pieces unlikely to disappear?				x	
5. Extra Equipment					
a. Is the game constructed so as to eliminate the need for extra equipment such as overhead projectors, filmstrip machine, etc.?					x
b. If equipment is necessary, what kinds?_____					

WHEELS is a simulation in which players assume different roles and undertake the decisions and financial costs of owning and operating an automobile. The simulation takes a very realistic approach to the problem of automobile purchase and operation and includes such factors as insurance, unexpected happenings, repairs, gas mileage, etc. Teachers or students must read the introduction and pages on insurance and credit which could be boring to students. The publisher claims that the information is based on actual records (i.e., repair records in the simulation are from real repair records of the cars represented). The simulation provides the opportunity for each player to win if reasonable decisions are made and if their luck is good. WHEELS involves a considerable amount of reading and work with charts which may be beyond the ability of Adult Basic Education students. If the reading level were lower, it would aid students with limited reading ability. The simulation has much educational potential but was not as much fun for our students as many other educational games.

00095

Women's Lib

Publisher Urban Systems, Inc.

Publication Date 1970

Cost $8.50

Suggested Number of Players 4-7
*See Student Interest, question 4

Reading Level required to read rules 10.7

Reading Level required to play game 9.8

EDUCATIONAL POSSIBILITIES	No		Somewhat		Yes
1. Is the information accurate?					x
2. Objectives					
a. Are teaching objectives clear?					x
b. Are teaching objectives relevant to targeted student group?					x
3. Is game based on real-life situations and decisions?					x
4. Does winning require knowledge rather than luck?	x				
5. Does the game improve attitudes toward learning?				x	
6. Does the game require high levels of cognitive behavior?		x			
7. Time					
a. Is the time required to play the game reasonable in terms of normal classroom periods (40 min.)?	x				
b. Can the game be adapted to different time limits easily?				x	
c. Does the amount of learning justify the time spent in preparing students to play the game?			x		
d. Does the amount of learning justify the time spent in playing the game?			x		
8. Flexibility					
a. Can the game be adapted to appeal to different age groups and retain its educational value?	x				
b. Can the game content be changed to meet the needs of different ability levels within age groups and retain its educational value?		x			
9. Does the game teach or test, i.e., can the game be played without background learning?					x
10. Mathematical Calculations					
a. Is the game constructed so as to eliminate the need for mathematical calculations?	x				

00096

EDUCATIONAL POSSIBILITIES - Cont'd.	No		Somewhat		Yes
b. If math is required, what calculations are used? Addition, subtraction					
STUDENT INTEREST					
1. Is the game aesthetically appealing? (colors, artwork, etc.)					x
2. Does it appear that students will remain actively involved and motivated without prodding or encouragement by instructor?					x
3. Is game constructed so competition does not interfere with learning?	x				
*4. Number of Players					
a. Can the game be played by both individuals and teams?	x				
b. Can all participate actively?					x
c. Can it be played by only one? (solitaire version)	x				
d. Can the game be played without teacher supervision?			x		
5. Rules and Directions					
a. Are the rules and directions concise?			x		
b. Are the rules and directions fully explanatory of the game?					x
c. Are the rules and directions easily understood?					x
d. Are suggestions made to the teacher for summarizing the content learned in the game?	x				
PHYSICAL CHARACTERISTICS					
1. Is the game easy to store? (Is it self-contained? Can it fit into file cabinets, drawers, shelves, or other areas accessible to the classroom teacher?)					x
2. Use and Durability					
a. Will parts of the game last over a period of time? (Are game parts made of durable materials? Will the effect of heat, cold, and humidity be negligible upon the materials and the usability of the game?)					x
b. In use, do the parts function well?					x

00097

PHYSICAL CHARACTERISTICS - Cont'd.	No		Somewhat		Yes
3. Physically Handicapped (Blind, Spastic, Deaf, Paraplegic)					
a. Could a physically handicapped person play the game? (I.e., taking into account that another student could spin a spinner, throw and/or read dice, move tokens, etc., for the handicapped person if necessary, would the game then be playable to the handicapped?)					some can x
b. Could the game be modified for the physically handicapped? (E.g., cards, paper money, etc., can easily be adapted for blind students by using a stylus.)					x
c. Could a physically handicapped person play the solitaire version of the game, if any? (taking into account the modifications suggested in 3.b.)					
4. Consumable Materials					
a. Are consumable materials inexpensively replaced?			?		
Approximate replacement cost of consumable materials No instructions given as to replacement of consumable materials.					
b. Could a quick substitution be made for each part of the game if the need would arise? Or can the game be played with missing parts?			x		
c. Are playing pieces unlikely to disappear?		x			
5. Extra Equipment					
a. Is the game constructed so as to eliminate the need for extra equipment such as overhead projectors, filmstrip machine, etc.?					x
b. If equipment is necessary, what kinds?_____					

WOMEN'S LIB is a game in which the players roleplay a character (each with a specific set of goals) and his/her attitudes toward the Women's Liberation Movement. During the game, ten major issues are discussed, debated, and voted upon. (Background material is provided for each character on every issue.) Players may gain insight into the various viewpoints regarding the status or "place" of women. The game is related to consumer education in that the status of women in the family and in the society affects consumer behavior.

YUMMY RUMMY

Publisher American School Food Service Association

Publication Date 1970

Cost $1.00

Suggested Number of Players 2-4

*See Student Interest, question 4
(5 or more must use 2 decks of cards)

Reading Level required to read rules 6.7

Reading Level required to play game 2-3

EDUCATIONAL POSSIBILITIES	No		Somewhat		Yes
1. Is the information accurate?		x			
2. Objectives					
a. Are teaching objectives clear? None stated.					
b. Are teaching objectives relevant to targeted student group? No targeted group stated.					
3. Is game based on real-life situations and decisions?		x			
4. Does winning require knowledge rather than luck?	x				
5. Does the game improve attitudes toward learning?		x			
6. Does the game require high levels of cognitive behavior?	x				
7. Time					
a. Is the time required to play the game reasonable in terms of normal classroom periods (40 min.)?					x
b. Can the game be adapted to different time limits easily?					x
c. Does the amount of learning justify the time spent in preparing students to play the game?	x				
d. Does the amount of learning justify the time spent in playing the game?	x				
8. Flexibility					
a. Can the game be adapted to appeal to different age groups and retain its educational value?	x				
b. Can the game content be changed to meet the needs of different ability levels within age groups and retain its educational value?	x				
9. Does the game teach or test, i.e., can the game be played without background learning?					x
10. Mathematical Calculations					
a. Is the game constructed so as to eliminate the need for mathematical calculations?					x

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EDUCATIONAL POSSIBILITIES - Cont'd.	No		Somewhat		Yes
b. If math is required, what calculations are used?					
STUDENT INTEREST					
1. Is the game aesthetically appealing? (colors, artwork, etc.)				x	
2. Does it appear that students will remain actively involved and motivated without prodding or encouragement by instructor?		x			
3. Is game constructed so competition does not interfere with learning?					x
*4. Number of Players					
a. Can the game be played by both individuals and teams?	x				
b. Can all participate actively?					x
c. Can it be played by only one? (solitaire version) One could be devised by teacher.			x		
d. Can the game be played without teacher supervision?				x	
5. Rules and Directions					
a. Are the rules and directions concise?					x
b. Are the rules and directions fully explanatory of the game?					x
c. Are the rules and directions easily understood?				x	
d. Are suggestions made to the teacher for summarizing the content learned in the game?	x				
PHYSICAL CHARACTERISTICS					
1. Is the game easy to store? (Is it self-contained? Can it fit into file cabinets, drawers, shelves, or other areas accessible to the classroom teacher?)					x
2. Use and Durability					
a. Will parts of the game last over a period of time? (Are game parts made of durable materials? Will the effect of heat, cold, and humidity be negligible upon the materials and the usability of the game?)					x
b. In use, do the parts function well?					x

PHYSICAL CHARACTERISTICS - Cont'd.	No		Somewhat		Yes
3. Physically Handicapped (Blind, Spastic, Deaf, Paraplegic)					
a. Could a physically handicapped person play the game? (I.e., taking into account that another student could spin a spinner, throw and/or read dice, move tokens, etc., for the handicapped person if necessary, would the game then be playable to the handicapped?)				some	can x
b. Could the game be modified for the physically handicapped? (E.g., cards, paper money, etc., can easily be adapted for blind students by using a stylus.)					x
c. Could a physically handicapped person play the solitaire version of the game, if any? (taking into account the modifications suggested in 3.b.)				x	
4. Consumable Materials					
a. Are consumable materials inexpensively replaced?					
Approximate replacement cost of consumable materials No materials are consumable.					
b. Could a quick substitution be made for each part of the game if the need would arise? Or can the game be played with missing parts?				x	
c. Are playing pieces unlikely to disappear?				x	
5. Extra Equipment					
a. Is the game constructed so as to eliminate the need for extra equipment such as overhead projectors, filmstrip machine, etc.?					x
b. If equipment is necessary, what kinds?					

YUMMY RUMMY is a card game in which players try to assemble a complete meal of a main dish, fruit and/or vegetable, bread, and milk. Due to the fact that the game can be played by attention to colors without regard to foods, learning may be minimal. Since the game is extremely simple and winning is almost entirely luck, the game can soon become boring to both youth and adults. Oversimplification of point values and unusual classifications of some foods may lead to players acquiring misinformation. For example, peanut butter and cottage cheese are included with such foods as jelly in the "other foods" group rather than a part of the Basic Four. Cheese is not included in the milk group and equivalent points are given for a hot dog and for two eggs with a stack of pancakes. Amounts of foods are not indicated and pictures may be misleading in regard to amounts.

American School Food Service Association
4104 E. Lliff
Denver, Colorado 80222

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